DOCUMENT RESUME

ED 106 822 CS 001 874

TITLE	Reading Instructional Management System (RIMS), Citrus Heights, California.
INSTITUTION	San Juan Unified School District, Carmichael, Calif.
PUB DATE	74
NOTE	89p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"
EDRS PRICE	MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS	*Diagnostic Teaching; *Effective Teaching; Elementary Education; Reading Diagnosis; *Reading Instruction; *Reading Programs; Reading Skills
IDENTIFIERS	*Effective Reading Programs; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs...," serves an unselected cross section fo 793 students in K-6. The program is designed to provide classroom teachers with information about the needs and progress of each student in order to enable teachers to diagnose reading problems and prescribe activities to correct them. The major components of the program are behavioral objectives, criterion-referenced tests, individual and group records, and a materials retrieval system. The behavioral objectives cover the following seven major skills areas: word recognition, phonetic analysis, structural analysis, comprehension, word meaning, study skills, and literary skills. Criterion-referenced tests are provided for each objective within each level. The system also uses a pupil record form for tracking pupil progress. The profile consists of a summary of the child's progress within the seven skills areas and a complete listing of the objectives, by levels, for the entire program. A retrieval system codes worksheets, tapes, games, records, filmstrips, and other materials according to the objectives they teach and enables the teacher to select appropriate instructional materials for each objective. (WR)

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SAN JUAN UNIFIED SCHOOL DISTRICT
Elementary Schools Division
Carmichael, California

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A Description of the History, Development and Implementation of a READING INSTRUCTIONAL MANAGEMENT SYSTEM

In the Fall of 1970 an analysis was made by the Research and Evaluation Department of six elementary schools in San Juan Unified School District that made notable improvement in their primary reading programs in terms of achievement scores from 1966-1969. The following factors were identified as common to all six:

1. The Principal and/or Reading Specialist actively managed the total school reading program guaranteeing continuity and appropriateness of instruction for pupils and individualized help (in-service) for teachers.

2. There was a clearly stated school philosophy that all children can learn to read and it was the staff's responsibility to help them learn.

3. There was careful, on-going analysis of pupil progress in reading.

4. The pupil-teacher ratio was lowered as much as possible with early-late scheduling and volunteer aides.

5. Reading instruction was taught on a group plan with much flexibility in pacing and meeting individual skill needs.

6. Formal reading was introduced in the Kindergarten when a child or group was ready for it and reading-readiness programs were specific and formal for all students.

Further study indicated an absence of these factors in district schools that had not made significant gains in their reading programs as indicated by the standardized test scores.

Coincidentally in February of '71, the State Board of Education informed each superintendent in the state about a reading program in Los Angeles that it had been following for three years. This was the Haddon Avenue School Program that had been developed by Dr. Grace Ransom from U.S.C. This report was shared with the elementary school principals. Several expressed interest in the possibility of developing such a program here because their staffs were already trying to move in this direction. It was learned that the Kirk School in Fresno had developed a program from the Haddon Avenue model and several principals and teachers visited this program.

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During the 1970-71 school year, San Juan Unified School District, Elementary Division, made plans to establish three reading instruction management system models embodying the elements that had been identified in the study. The models would have clearly identifiable elements that could be copied, modified, and applied in any school in the district. They would provide a basis for curriculum management that could eventually be applied to any other curriculum area. They would provide a setting in which ongoing in-service for administrators and teachers would be possible.

This project provided an opportunity for a school staff to develop a reading instruction management system that would guarantee:

for Students: -

-- Success in reading on a continuous progress plan.

for Parents: -

-- Specific and complete information on the reading achievement of their child at any time.

for Teachers: -

-- A statement in behavioral terms of the objectives of instruction for each student.

-- Accurate placement of each student.

-- Regular on-going assessment of student learning.

-- The means for supplemental instruction on objectives which a child has not mastered.

for Principals: -

-- Specific and complete information on the reading achievement of any student at any time.

-- Accurate information on which to base decisions about purchasing materials, assignment of personnel, and in-service needs of personnel.

-- A base-line scope and sequence of reading skills that would ensure articulation fr[illegible] teacher to the next teacher, or from one year to the next year.

-- A reading system that is clearly articulated; universally understood by parents, students, and teachers; and is not dependent upon the knowledge and expertise of any one individual.

ELEMENTS OF THE SYSTEM:

The Reading Instruction Management System has basic curriculum elements and management elements.

I. Curriculum Elements.

A. MINIMUM BEHAVIORAL OBJECTIVES (Wall chart and level by level package.)

A wall chart showing a scope and sequence of objectives based upon minimum expectation for each level of instruction, and a package of those objectives level by level.

B. CRITERION TESTS.

Criterion referenced tests for the seven units of objectives.

C. PUPIL RECORD FORM (Pupil Profile).

A record form for tracking pupil progress.

D. GROUP RECORD FORM.

A record form for planning the instruction for a classroom group.

E. RETRIEVAL SYSTEM.

Worksheets, tapes, and games coded to the objectives.

Curriculum Element Elaboration:

Following is a more detailed description of each curriculum element of the reading system in terms of its evolution and intended use.

A. Minimum Behavioral Objectives (Wall chart and terminal objectives by level).

It was a studied decision during the first phase of the project to support the classroom teacher by analyzing objectives for the major textbook series in use in the classroom, rather than to create objectives that would necessitate major retraining and in-service of the teachers involved. Therefore, a team of classroom teachers researched all of the Harper and Row materials to abstract from them the major skill areas, and the skills introduced and practiced within the series. The seven major skill areas abstracted for development and evaluation were: Word Recognition, Phonetic Analysis, Structural Analysis, Comprehension, Word Meaning, Study Skills, and Literary Skills. The

A. Minimum Behavioral Objectives (Continued):

objectives for these skills were reviewed, critiqued, and printed by grade level in behavioral terms in large chart format. There were objectives for readiness, pre-primer, primer, and first through sixth grade reader levels. The objectives for each level were printed on $8\frac{1}{2}$ x 11 paper also. Each skill area and each skill objective was given a code number for easy reference and for organization and retrieval of material associated with attainment of each objective. The objectives by reader level are attached in Appendix A.

B. Criterion Tests.

An examination was made of the publisher's achievement testing materials to determine the extent to which each skill identified was evaluated. It was discovered that very few of the objectives were evaluated; furthermore, where they were evaluated, seldom was it done with more than one or two test items. It became necessary to develop Criterion Tests for each objective of the program.

Criterion tests were developed for each objective within each level, beginning with Primer. (Since the readiness and pre-primer criterion tests would have to be administered on a one-to-one oral level, it was determined that criterion tests for these levels would be postponed for a time.)

The format for these criterion tests included (a) the statement of the objective, (b) its filing system code number, (c) directions, and (d) a 10 to 20 item test for the objective. The exception to the number of items on a page occurred in such skills as "reading for the main idea" which generally utilized five items (paragraphs). These criterion tests covered all of the objectives for each level. When compiled, they represented an "achievement" test for a particular book and a readiness test for the next reader level.

The complete test was administered to several groups of children. The information gained from the administration, scoring of the tests, and the recording of the test scores, necessitated numerous format and test item changes as well as revisions of some objectives. These changes were incorporated in a revised set of objectives and criterion tests.

It was further determined that as a means of entry into the Reading Management System, the tests would be called Entry Tests rather than Achievement Tests. This meant that once a child had completed the first reader and his reading instructional level was determined to be at least 2.0, he was ready to take all or part of the Entry Two test.

B. Criterion Tests (Continued):

Each objective or test page is evaluated (scored) separately. On each test page is a box, which when filled in readily indicates whether a child needs more instruction and/or practice on a skill, or whether he has that skill sufficiently mastered. In most cases, an 80 percent score on a criterion test indicated mastery of that skill. Less than 80 percent indicated need for retesting and/or reteaching. A criterion test for entry into Level 6 is attached in Appendix B.

C. Pupil Record Form.

A major problem in a diagnostic/prescriptive program of reading has always been the clerical, record-keeping aspect. It was important that a profile be developed that made it easy to identify the unit(s) (phonetic analysis) and objective(s) that the child had mastered or was currently working on.

The profiles which were developed consist of a front page summary of the child's progress within the seven skill units, and a complete listing of the objectives, by levels, for the entire program. After scoring an Entry Test or any of the Criterion Tests thereafter, mastery or non-mastery is recorded on the profile by dating the appropriate box. This profile would accompany a child during his elementary school years, or during his involvement with the set of objectives. The profile is attached in Appendix C.

D. Group Record Form.

A group record form was developed to aid the classroom teacher in planning instruction from the individual pupil profile for all of the students in a reading group. A sample form is attached in Appendix D.

E. Retrieval System.

One of the initial goals in the development of this system was to offer direction and support to the classroom teacher in his or her endeavor to provide for the individual needs of children. However, it became apparent to all participating that the materials of instruction had to be carefully organized to support this greater individualization.

To meet this need, activity was begun to (1) develop and/or identify games which would introduce or provide practice for a skill, (2) develop and/or construct paper and pencil practice material for each objective in the program, and (3) develop and/or select a teacher directed lesson which would introduce a skill to a child who

E. Retrieval System (Continued):

has demonstrated that he has not mastered it. The latter was considered vitally important. Remediation of a skill cannot be accomplished by providing a child with a dittoed page. There needs to be human, teacher-pupil, oral-aural contact in order to build a skill. However, if every child in a particular classroom were in need of an introduction to a different skill, it would be difficult for the teacher to meet their needs. Therefore, a fourth aspect of the "package" is (4) the identification of tapes, cassettes, records, films, filmstrips, transparencies, and community resources which are tied into a specific skill objective. That is, a concept or skill can be introduced and practiced via some media. The fifth step was to code each activity to its objective and to house all of them in a retrieval center in the school. Each school develops, maintains, refines, and extends its own retrieval system. District in-service credit or extra assignment pay compensates the teachers for their time. In-service is an integral part of the Reading Instruction Management System. A staff must agree to at least sixteen hours of in-service time, a semester for retrieval system development and maintenance.

II. Management Elements

A. GROUP READING RECORD.

A form showing the students in a particular group and the book in which they are reading.

B. PRINCIPAL'S (and Reading Teacher's) BINDER.

A binder containing a Group Reading Record for each reading group in the school and notes from conferences.

C. STUDENT READING RECORD FOLDERS.

A folder containing the students continuous reading record and achievement tests.

D. FLOW CHART.

A wall chart showing the instructional and teacher placement of all reading groups in the school.

E. CONFERENCE SCHEDULE AND PLAN.

A schedule and plan that provides time at least once a month for team planning of the reading instruction of each student in the school.

Management Element Elaborations.

Following is a more detailed description of each management element of the reading system.

A. Group Reading Record.

This form showing the students in a reading group and the book in which they are reading provides the Principal and Reading Teacher with monthly information on the pace and continuity of instruction for each group and student. Page numbers and dates are entered are entered at each conference time. If a student is moved from one group to another, his name is removed from one sheet and added to another. If a new student enters, he is added to the appropriate sheet. The classroom teacher is responsible for making out the forms for each group, for making copies for the Principal and Reading Teacher. The forms are revised and updated at each monthly conference. A sample form is attached in Appendix E.

B. Principal's (and Reading Teacher's) Binder.

This is a loose-leaf binder containing a Group Reading Record for each reading group in the school. These are arranged by grade level by teacher. There will be approximately four forms from each teacher in a school on an Early-Late organizational plan. A plain sheet of binder paper should be inserted after each group form. The Principal and Reading Teacher will make notes during the conference concerning instructional decisions that will require follow-up. The binder offers the Principal instant access to the reading placement of every student in the school. It provides the Reading Teacher with a placement directory when a student enters the school after the school year has begun.

C. Student Reading Record Folder.

A folder is assembled for each student apart from the "Cumulative Record" that is usually maintained in the school office. These Reading Record Folders should contain the students' Continuous Reading Record, achievement tests, and individual profile. These are kept in the classroom, filed by reading group, so that the teacher can easily keep them up to date. The teacher brings these up to date folders to each monthly conference. When a student transfers out, his Reading Record Folder should be placed in his Cumulative Record and should be sent to the school he enters. A sample of the Continuous Record Card is attached in Appendix F.

D. Flow Chart.

The Principal and/or Reading Teacher will develop a flow chart in the office or wherever conferences are held. Some schools prefer a portable chart. The District provides the basic chart for this purpose. A small piece of colored paper with a teacher's name on it is pinned to the chart to represent each reading group in the school. The number of students in the group is written in the corner. Different colors can be used to highlight different aspects of the school program. The chart provides instant information on the number of groups at any level, the number of books being used at a level, the number of remedial groups in the school, etc.

E. Conference Schedule and Plan.

Each school establishes a conference schedule that provides time at least once a month for the Principal, Reading Teacher, and each classroom teacher to plan the reading instruction of each student in the school.

The classroom teacher brings to the conference:

a. Reading files for each student and group.

b. The group reading record sheet for each group.

c. An outline of plans for next month's instruction.

d. Student profiles and group profiles.

The Principal and Reading Teacher bring their binders.

Through the medium of the conference, the team will ensure that:

a. Continuous Reading Records are kept up to date.
Groups Reading Records are up-dated.
The Flow Chart is up-dated.

b. Children will not depart from the Harper & Row main strand (or Macmillan) unless for a specific purpose, with the team's agreement, and then only for a specific length of time.

c. Either a Harper & Row Achievement or Macmillan Mastery Test (whichever one is appropriate) is administered by each teacher and that these tests are filed in the students' reading record folder.

E. Conference Schedule and Plan (Continued):

d. Children will not progress to the next level of instruction unless they score at the 80th percentile on the word recognition and comprehension subtests of the Harper & Row Achievement test. The team will plan alternate instruction for a specified period of time. The teacher will re-test on the Harper & Row Achievement and conference on the results. The next step will then be planned.

EVALUATION OF THE SYSTEM:

An evaluation model is being developed to formally assess some of the areas of impact.

We are working to measure the impact of the Reading Management System on:

Students
- Attitudes about Reading
- Achievement in Reading

Staff
- Attitudes about teaching reading
- Knowledge about teaching reading

Community
- Attitudes about the school reading program
- Knowledge about the school reading program

At this time we can report the following impact of the system:

In-service Opportunities:

The three model schools, Kingswood, Cottage, and Schweitzer, have had many visitors.

The majority of these visitors have been Principals and Teachers from San Juan Unified School District.

Many Principals, Teachers, and District office personnel from other school districts and County offices have also visited.

Miss Ruth Overfield, Consultant in Reading with the State Department of Education, visited Kingswood. Kingswood School has been selected as a model program for the Reading Task Force of the California State Department of Education.

Evaluation of the System (Continued):

Channel 13 video taped and broadcasted the program at Kingswood.

Many people from the community have visited - including parents, and students and personnel from Sacramento State College.

Products for use in other schools:

Retrieval system materials have been developed within each model school. Both the development process and the materials themselves are being shared. We have also developed models for housing the system.

Management tools and procedures have been developed and are being shared -- these include school management as well as classroom management.

READING GROUPS Codes to Captains 8

Teacher S. Alber Group ~~Gold Winds~~ AM ___ PM ✓

1. Arone, Julie (4) 6. Scheeler, Keith (4) 11. ___
2. Vogelsang Ricky (4) 7. Buck, Sonja (4) 12. ___
3. Yoder, Chris (4) 8. Santos, Monette (4) 13. ___
4. Caudill, John (4) 9. Hall, Kevyn 14. ___
5. Wells Tina (4) 10. ___ 15. ___

Level		Com		Com.	
I	a Related Skills		Readiness		
	b Book A				
II	a Book B				
	b Book C				
III	a Recycling Book		Around the Corner		Worlds of Wond.
	b Book D				
IV	a Book E		Real and Make Believe		Land of Pleasure
	b Book F				
V	a SRA Book E-F				
	b Lippincott 2.2 3.1		From Fins to Feathers		Enchanted Gates
VI	a All Through the Year				Shining Bridges
	b All Through the Year				
VII	a From Far Away Places				Better than Gold
	b From Far Away Places		Bicycles to Boomerangs		
VII	a From Far Away Places				More than Words
	b From Far Away Places				
IX	a Trade Winds				
	b Trade Winds Completion 11-30-72		Codes to Captains Begin Codes on 1-5-73		Magic Word
X	a Trade Winds	-292			
	b Trade Winds 11-13-73	391			
XI	a Cross Roads		Actors to Astronauts		Bold Journey
	b Cross Roads				
XII	a Cross Roads				
	b Cross Roads				
XIII	a Seven Seas				
	b Seven Seas		Coins to Kings		Into New Worlds
XIV	a Seven Seas				
	b Seven Seas				

Comments: Almost ready for E5 - Had 11 definite seteaches
Recycle in Codes until about Feb 19th, 1973

Appendix A

JANET AND MARK

Pre-Primer I Level II

WORD RECOGNITION	
1121 PP1	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.
1131 PP1	Given a list of words (include all new words) in groups of 4, the learner will mark the word called. (20 new words) 95%
1221 PP1	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.
PHONETIC ANALYSIS	
2121 PP1	Given a word orally, the learner will respond with the word that has the same initial consonant as the word given.
2131 PP1	Given a word orally, the learner will name a word which has the same rhyming ending.
2321 PP1	Given a picture and a blank space the learner will write the initial letter which represents the picture's initial sound.
COMPREHENSION	
4101 PP1	Given a short oral selection, the learner will state the main idea of the selection.
4201 PP1	Given a page of sentences and a page of pictures, the learner will cut out the pictures and paste them over the correct sentences.
4301 PP1	After hearing a story, the learner will retell the events in sequence.
4401 PP1	After hearing a story, the learner will state what might happen next.
4501 PP1	Given a classification and a set of pictures, the learner will choose the pictures that fit the classification.
4611 PP1	Given a story character and several pictures, the learner will choose the pictures which relate to the character.
4721 PP1	Given a story orally, the learner will state things that could be true about the story and things which could not.
4801 PP1	Given a short selection to read, the learner will be able to orally answer questions relating to the characteristics of the story characters.
WORD MEANING	
5201 PP1	Given a word orally, the learner will demonstrate the opposite action of the given word.
STUDY SKILLS	
6101 PP1	Given an oral direction, the learner will carry out a direction by drawing a picture.
6211 PP1	Given a reader the learner will be able to find the title page.
6411 PP1	Given a sentence containing a rebus, the learner will read the sentence and the rebus.
6701 PP1	Given a selection and a sentence orally the learner will skim the selection and locate the sentence.

OUTDOORS AND IN

Pre-Primer 2 Level II

WORD RECOGNITION	
1121 PP2	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.
1131 PP2	Given a list of words (include all new words) in groups of 4, the learner will mark the word called. (21 new words) 95%
1221 PP2	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.
PHONETIC ANALYSIS	
2121 PP2	Given a word orally the learner will respond with the word that has the same initial consonant as the word given.
2122 PP2	Given a picture the learner will say the initial sound of the pictured item.
2131 PP2	Given a word orally and an initial consonant, the learner will verbally produce a rhyming word.
2321 PP2	Given a picture and a blank space, the learner will write the initial letter which represents the picture's initial sound.
2371 PP2	Given a picture and four choices the learner will choose the digraph that represents the initial sound of the picture.
STRUCTURAL ANALYSIS	
3101 PP2	Given a compound word orally, the learner will state the two words he hears.
COMPREHENSION	
4101 PP2	Given a short oral selection, the learner will state the main idea of the selection.
4201 PP2	Given a page to read, followed by an oral question, the learner will read the sentence on the page which answers the question.
4301 PP2	Given a picture and a story about the picture, the learner will number items in the picture as they occur in the story.
4401 PP2	Given a selection and two pictures, the learner will read the selection and choose the picture which relates to the selection.
4501 PP2	Given a classification and a set of pictures, the learner will choose the pictures that fit the classification.
4711 PP2	Given several pictures, the learner will distinguish between fact and fiction orally.
4801 PP2	Given a short selection to read, the learner will be able to orally answer questions relating to the characteristics of the story characters.
WORD MEANING	
5201 PP2	Given a word orally, the learner will demonstrate the opposite action of the given word.
STUDY SKILLS	
6101 PP2	Given an oral direction, the learner will carry out a direction by drawing a picture.
6211 PP2	Given a reader the learner will be able to find the title page.
6421 PP2	Given a page containing a label word, the learner will locate the label word and read it.
6701 PP2	Given a selection and a sentence orally, the learner will skim the selection and locate the sentence.

CITY DAYS - CITY WAYS

Pre-Primer 3 Level III

WORD RECOGNITION	
1121 PP3	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.
1131 PP3	Given a list of words (include all new words) in groups of 4, the learner will mark the word called. (26 new words) 95%
1221 PP3	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.
PHONETIC ANALYSIS	
2121 PP3	Given a word orally the learner will respond with the word that has the same initial consonant as the word given.
2131 PP3	After hearing words or poems that rhyme, the learner will name the rhyming words.
2321 PP3	Given a picture and 4 letters, the learner will choose the letter that represents the initial sound. (Consonants previously taught, plus: b, f, r, t, y)
2371 PP3	Given a word orally beginning with a digraph, the learner will write the digraph. (wh)
STRUCTURAL ANALYSIS	
3101 PP3	Given a compound word orally the learner will state the two words he hears.
3221	Given a list of familiar root (base) words to which endings have been added, the learner will underline the root word. (word endings verb/adj.)

COMPREHENSION	
4101 PP3	Given a short oral selection, the learner will state the main idea of the selection.
4201 PP3	Given a page to read, followed by an oral question, the learner will read the sentence on the page which answers the question. (Detail)
4301 PP3	Given pictures in correct sequence and 4 or more scrambled sentences which describe the pictures, the learner will number the sentences in the same sequence as the pictures.
4401 PP3	Given an unfinished picture story, the learner will draw a picture to complete the story. (Inference)
4501 PP3	Given a classification and a set of pictures, the learner will choose the pictures that fit the classification.
4631 PP3	Given a sentence and several pictures the learner will choose the related pictures that answer the question. (General Comprehension)
4711 PP3	Given several pictures, the learner will distinguish between fact and fiction orally.
4801 PP3	Given a short selection to read, the learner will be able to orally answer questions relating to the characteristics of the story characters.

WORD MEANING	
5101 PP3	Given an oral statement containing a specified word the learner will respond with a synonym for the word.
5102 PP3	Given an oral statement containing a specified word the learner will respond with a synonymous phrase for the word.
5201 PP3	Given two pictures and two words with opposite meaning, the learner will match the correct word and picture. (Antonyms)
6101 PP3	Given an oral direction, the learner will carry out a direction by drawing a picture. (Following Directions)
6211 PP3	Given a reader the learner will be able to find the title page. (Parts of Book)
6421 PP3	Given label words, followed by several statements, the learner will use the label words to read each statement.
6601 PP3	Given a selection to read, the learner will summarize the selection orally.
6701 PP3	Given a selection and a question orally, the learner will skim the selection to find the answer.

JUST FOR FUN

Pre-Primer 4 Level III

WORD RECOGNITION	
1121 PP4	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.
1131 PP4	Given a list of words (include all new words) in groups of 4, the learner will mark the word called. (11 new words) 95%
1221 PP4	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.
PHONETIC ANALYSIS	
2121 PP4	Given a picture and four words, the learner will choose the word which begins with the same initial sound as in the picture. (15 initial consonants)
2131 PP4	Given a word orally and three known words, the learner will choose the word which rhymes with the word called.
2321 PP4	Given a picture and 4 letters, the learner will choose the letter that represents the initial sound. (Consonants previously taught plus; b, f, r, t, y, c, d, g, h, j, l, m, n, s, w.)
2431 PP4	Given a word orally beginning with a digraph, the learner will write the digraph. (wh plus sh)
STRUCTURAL ANALYSIS	
3101 PP4	Given a compound word orally the learner will state the two words he hears.
3221 PP4	Given a list of familiar root (base) words to which endings have been added, the learner will underline the root word.

COMPREHENSION	
4101 PP4	Given a short oral selection, the learner will state the main idea of the selection.
4201 PP4	Given a short selection to read, followed by several pictures, the learner will select the picture that answers a given question. (Detail)
4301 PP4	Given pictures in correct sequence and 4 or more scrambled sentences which describe the pictures, the learner will number the sentences in the same sequence as the pictures
4401 PP4	Given a short selection to read, followed by several pictures, the learner will select the picture that answers a given question. (Inference)
4501 PP4	Given a group of words, several of which can be classified together, the learner will choose the words which belong together (Classification)
4631 PP4	Given a sentence and several pictures, the learner will choose the related pictures that answer the question. (General Comprehension)
4711 PP4	Given several pictures, the learner will distinguish between fact and fiction orally.
4801 PP4	Given a short selection to read, the learner will be able to orally answer questions relating to the character-istics of the story character.

JUST FOR FUN

Pre-Primer 4 Level III

WORD MEANING	
5101 PP4	Given an oral statement containing a specified word the learner will respond with a synonym for the word.
5102 PP4	Given an oral statement containing a specified word the learner will respond with a synonymous phrase for the word.
5201 PP4	Given two pictures and two words with opposite meaning, the learner will match the correct word and picture. (Antonyms)
STUDY SKILLS	
6101 PP4	Given a written direction, the learner will carry out the directions by drawing a picture.
6211 PP4	Given a reader the learner will be able to find the title page. (Parts of Book)
6221 PP4	Given a reader with a Table of Contents page, the learner will be able to read the story titles and find the page where they begin.
6421 PP4	Given label words followed by several statements, the learner will use the label words to read the statements.
6601 PP4	Given a selection to read, the learner will summarize the selection orally.
6701 PP4	Given a selection and a question orally, the learner will skim the selection to find the answer.

MINIMUM READING OBJECTIVES

AROUND THE CORNER

Primer		Level III	
4401 P	Given a short selection to read followed by several pictures, the learner will select the picture that answers a given question.	6211 P	Given a reader, the learner will be able to find the title page.
4501 P	Given a group of words, several of which can be classified together, the learner will choose the words which belong together.	6221 P	Given a sample table of contents, followed by several questions, the learner will use the table of contents to choose the correct answers.
4631 P	Given a sentence(s) and four pictures the learner will choose the picture related to the given sentence.	6431 P	Given a picture dictionary followed by several statements, the learner will use the picture dictionary to answer the questions.
4711 P	Given a question and a list of phrases, the learner will choose the phrases that state facts rather than fantasy.	6601 P	Given a selection to read, the learner will orally summarize the selection.
4801 P	Given a story to read, the learner will be able to answer questions related to the characteristics of the story character.	6701 P	Given a selection and a question orally the learner will skim the selection to find the answer.
WORD MEANING			
5101 P	Given an oral statement containing a specified word, the learner will respond with a synonym for the word.		
5102 P	Given an oral statement containing a specified word the learner will respond with a synonymous phrase for the word.		
5201 P	Given a list containing words and their opposites, the learner will read a word and its opposite.		
5501 P	Given a figure of speech (she eats like a bird) orally, the learner will respond with another meaning for the expression.		
STUDY SKILLS			
6101 P	Given a series of written directions, the learner will carry out the directions by drawing the appropriate pictures.		

MINIMUM READING OBJECTIVES

AROUND THE CORNER

Primer — **Level III**

WORD RECOGNITION	
1121 P	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.
1131 P	Given a list of new words in groups of 4 the learner will mark the word called. (206 new words)
1221 P	Given a short selection to read orally from the end of the book, the learner will read with at least 95% accuracy.
PHONETIC ANALYSIS	
2121 P	Given a pair of words orally, the learner will state (orally) whether the words in each pair contain the same or different initial consonant sounds.
2131 P	Given a picture and four words, the learner will say the word that rhymes with the given picture.
2132 P	Given a picture and four words the learner will select the word that rhymes with the given picture.
2321 P	Given a picture and four consonants the learner will mark the letter representing the initial consonant sound. (Consonants previously taught - plus p, y, z)
2331 P	Given a picture and five consonants, the learner will mark the letter that represents the final consonant sound of the picture. (t, n, r, l, d)
2361 P	Given a picture the learner will select the letters that represent the initial consonant cluster sound of the object in the picture. (st, sw, gr)
2371 P	Given a picture the learner will select the letters that represent the initial consonant digraph sound of the object in the picture. (wh, sh, th)
2372 P	Given a word orally and a written list of digraphs, the learner will mark the digraph which represents the final sound in the word called. (sh, th, ch)
STRUCTURAL ANALYSIS	
3101 P	Given two lists of words, the learner will draw a line from one list to the other connecting each two words that make a compound word.
3221 P	Given an incomplete sentence and three forms of a verb, the learner will underline the correct verb.
3281 P	Given a picture and a word, the learner will add the "s" to the word if the picture represents the plural form of the word.
3282 P	Given papers with an illustration and the word for the illustration in singular and plural forms, the learner will circle the appropriate word for the picture.
3283 P	Given an incomplete sentence and two forms of a noun, the learner will underline the word that completes the sentence correctly.
COMPREHENSION	
4101 P	Given a short oral selection, the learner will state the main idea of the selection.
4201 P	Given a sentence and four pictures, the learner will choose the picture which completes the sentence.
4301 P	Given pictures in correct sequence and 5 or more scrambled sentences which describe the pictures, the learner will number the sentences in the same sequence as the pictures.

MINIMUM READING OBJECTIVES

REAL AND MAKE-BELIEVE

1 - Reader Level IV

WORD RECOGNITION

1121 R1 — Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.

1131 R1 — Given a list of new words in groups of 4, the learner will mark the word called. (206 new words) 95%

1221 R1 — Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.

PHONETIC ANALYSIS

2121 R1 — Given a pair of words orally, the learner will state (orally) whether the words in each pair contain the same or different short vowel sounds.

2122 R1 — Given a pair of words orally, the learner will state (orally) whether the words in each pair contain the name or different long vowel sounds.

2311 R1 — Given individual letters of the alphabet (orally or on flash cards) the learner will identify each one as either a vowel or a consonant by holding up a card marked "v" for vowel and "c" for consonant.

2321 R1 — Given a word orally and a list of initial consonants the learner will select the letter representing the initial consonant sound of the word called.

2331 R1 — Given a picture and 4 words, the learner will select the word with the same final consonant sound as the given picture.

2361 R1 — Given a word orally and a written list of consonant clusters, the learner will mark the clusters which begin that given word. (sp, st, sl, sm, sw, spr, fl, bl, cl, tr, gr, cr, fr)

2362 R1 — Given a word orally and a written list of consonant blends, the learner will mark the blends which end that given word. (st, ng)

2371 R1 — Given a word orally and a written list of consonant digraphs the learner will mark the digraphs which begin that given word (sh, wh, ch, th^{v}, th^{univ})

2372 R1 — Given a picture of an object whose name ends with a consonant digraph sound and four words one of which ends with the same sound, the learner will choose that one word. (ch, sh, th)

2411 R1 — Given a one syllable short vowel word orally and a box containing four letters, the learner will choose the letter representing the vowel sound in the word called. (a, e, i, o, u)

2412 R1 — Given a picture and its initial and final letters the learner will write the missing short vowel.

2413 R1 — Given a one syllable word containing a short vowel in the initial or medial position, the learner will pronounce the word.

2414 R1 — Given a list of unknown short vowel words and nonsense syllables, the learner will pronounce them correctly. (a e i o u)

2421 R1 — Given a long vowel and four words, the learner will mark the word which contains the same vowel sound as the given vowel. (a, e, i, o, u)

2501 R1 — Given a picture and an incomplete word, the learner will write the phonetic part to complete the word.

STRUCTURAL ANALYSIS

3121 R1 — Given a sentence with an incomplete compound word, the learner will write the missing parts of the word.

3221 R1 — Given an incomplete sentence and two forms of a verb, the learner will choose the word that completes the sentence correctly.

3271 R1 — Given a list of sentences containing singular possessive nouns, the learner will circle the words that show ownership.

MINIMUM READING OBJECTIVES

REAL AND MAKE-BELIEVE

1 - Reader Level IV

3281 R1	Given an incomplete sentence and two words the learner will choose the correct plural form to complete the sentence.
3321 R1	Given a word with a suffix, the learner will identify the base word.
3411 R1	Given a set of labeled pictures depicting one or more syllable words, the learner will write the number of syllables in each word.
	COMPREHENSION
4101 R1	Given a selection to read and several titles, the learner will choose the best title.
4201 R1	Given a selection to read, followed by a question and several answers, the learner will choose the correct answer. (Details)
4301 R1	After reading a given story, the learner will read four sentences and number in sequence. (#1 will be indicated.)
4401 R1	After reading a given selection and a question, the learner will select one of three answers for the given question. (Inference)
4501 R1	Given a group of words, several of which can be classified together, the learner will choose the words which belong together.
4711 R1	Given a sentence, followed by the words yes and no, the learner will choose yes if the sentence is correct and a fact and no if the sentence is fantasy.
	WORD MEANING
5101 R1	Given a list of words and a list of synonyms in random order the learner will match the two lists.
5102 R1	Given a list of words and a list of synonymous phrases in random order, the learner will match the two lists.
5201 R1	Given a list of words, and a list of antonyms in random order the learner will match the two lists.
5301 R1	Given an incomplete sentence and two homonyms, the learner will choose the correct homonym to complete the sentence.
5501 R1	Given an incomplete figure of speech (fat as a _____), the learner will state a word which completes the expression.
	STUDY SKILLS
6101 R1	Given a series of written directions, the learner will carry out the directions by drawing the appropriate pictures.
6211 R1	Given a reader the learner will be able to find the title page.
6221 R1	Given a sample table of contents, followed by several questions, the learner will choose the correct answer by using the table of contents.
6331 R1	Given 5 sets of two words, the learner will choose the word which would be first in alphabetical order.
6431 R1	Given a picture dictionary followed by several statements, the learner will use the picture dictionary to complete the statements.
6601 R1	Given a selection to read, the learner will orally summarize the selection.
6701 R1	Given a selection and a question orally, the learner will skim the selection to find the answer.
6811 R1	Given a map and a list of directions, the learner will follow the directions and mark the map accordingly.

MINIMUM READING OBJECTIVES

ALL THROUGH THE YEAR

2 - Reader Level V-VI

WORD RECOGNITION

1121 R2	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.
1131 R2	Given a list of new words in groups of 4, the learner will mark the word called. (249 new words) 95%
1221 R2	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.

PHONETIC ANALYSIS

2321 R2	Given a word orally and a list of 4 words, the learner will identify the word which begins with the same initial consonant as the given word.
2331 R2	Given a word orally and a list of 4 words, the learner will identify the word which ends with the same final consonant as the given word.
2341 R2	Given a list of words and headings for the various sounds of c, g, & s, the the learner will write the words under the appropriate headings.
2361 R2	Given a word orally and a list of four words, the learner will identify the word which begins with the same initial consonant cluster as the word called (all previously taught clusters).
2362 R2	Given a word orally and a list of four words, the learner will identify the word which ends with the same consonant cluster as the word called. (all previously taught clusters plus nk, nd, nt)
2371 R2	Given a word orally and a list of four words, the learner will identify the word which begins with the same initial consonant digraph as the word called. (ch, sh, wh, th)
2372 R2	Given a word orally and a list of four words the learner will identify the word which ends with the same consonant digraph as the word called. (sh, wh, ch, th)
2411 R2	Given a short vowel and four words, the learner will mark the word which contains the same short vowel sound as the vowel given.
2412 R2	Given an incomplete sentence and two words containing different short vowels, the learner will write the correct word to complete the sentence.
2421 R2	Given a long vowel and four words the learner will mark the word which contains the same vowel sound as the given vowel. ($\bar{a}$, $\bar{e}$, $\bar{i}$, $\bar{o}$, $\bar{u}$, ee, ay, ow)
2422 R2	Given an incomplete sentence and two words containing different long vowels, the learner will write the correct word to complete the sentence.
2431 R2	Given a list of vowel digraphs (ai, ea, oa, aw) followed by sentences containing incomplete words, the learner will complete the words by adding the correct vowel digraphs.
2451 R2	Given a list of written words containing short long and other vowel patterns, the learner will identify all those words which have silent vowels in them.
2501 R2	Given a sentence with an incomplete word, the learner will write the missing phonetic part.

STRUCTURAL ANALYSIS

3101 R2	Given an incomplete sentence and a list of compound word parts, the learner will write the correct word to complete the sentence.
3221 R2	Given an incomplete sentence and a verb, the learner will write the correct form of the verb.
3261 R2	Given a sentence containing two words which can be contracted, the learner will write the contraction.
3271 R1	Given an incomplete sentence and two words, the learner will choose the correct possessive form to complete the sentence.

MINIMUM READING OBJECTIVES

ALL THROUGH THE YEAR

2 - Reader Level V-VI

3281 R2	Given the singular form of a word, the learner will write the plural form.
3311 R2	Given a word with a prefix the learner will identify the base word.
3321 R2	Given a word with a suffix, the learner will identify the base word.
3411 R2	Given words containing 1, 2, 3 and 4 syllables, the learner will write the number of syllables in each word.
3511 R2	Given a list of syllabicated words, the learner will insert the primary accent marks.

COMPREHENSION

4101 R2	Given a selection to read and several titles, the learner will choose the best title.
4201 R2	Given a selection to read, followed by a question and several answers, the learner will choose the correct answer. (Details)
4301 R2	Given a selection to read, followed by a group of sentences, the learner will number the sentences in the order they occur in the selection. (Sequence)
4401 R2	Given a selection to read followed by a question and several answers, the learner will choose the correct answer. (Inferences)
4501 R2	Given classification headings and a list of words or phrases, the learner will write the words or phrases under the proper headings.
4681 R2	Given a list of causes and a list of effects the learner will put the number of the cause before its correct effect.
4711 R2	Given a sentence followed by the words YES and NO, the learner will answer yes if the sentence is correct and a fact, and no if the sentence is fantasy.
4801 R2	Given a story to read, the learner will be able to answer questions relating to the characteristics of the story characters.

WORD MEANING

5101 R2	Given a list of words and a list of synonyms in random order the learner will match the two lists.
5102 R2	Given a list of words and a list of synonymous phrases in random order, the learner will match the two lists.
5201 R2	Given a list of words and a list of antonyms in random order the learner will match the two lists.
5301 R2	Given an incomplete sentence and two homonyms, the learner will choose the correct homonym to complete the sentence.
5401 R2	Given two pictures and two sentences containing a word with multiple meaning, the learner will match the correct picture and sentence.
5501 R2	Given a set of sentences containing expressions and another set of sentences which mean the same, the learner will match the sentences which go together.

STUDY SKILLS

6101 R2	Given a series of various written directions, the learner will complete the task in the manner stated in the directions.
6211 R2	Given a reader the learner will be able to find the title page.
6221 R2	Given a sample table of contents, followed by several questions, the learner will use the table of contents to choose the correct answers.
6331 R2	Given 5 sets of 3 words, the learner will choose the word which would be first in alphabetical order.
6431 R2	Given a picture dictionary and an incomplete sentence, the learner will write the word from the picture dictionary to complete the sentence.
6601 R2	Given a paragraph and three sentences the learner will read the paragraph and select the sentence that summarizes the paragraph.
6701 R2	Given incomplete statements followed by a selection, and a limited amount of time, the learner will skim the selection and complete the statements.
6811 R2	Given a map and a list of directions, the learner will follow the directions and mark the map accordingly.

MINIMUM READING OBJECTIVES

FROM FARAWAY PLACES

3 - Reader Level VII-VIII

WORD RECOGNITION

1121 R3	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.
1131 R3	Given a list of new words in groups of 4, the learner will mark the word called. (483 new words) 95%
1221	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.

PHONETIC ANALYSIS

2341 R3	Given a list of words and headings for the various sounds of c, g, & s, the learner will write the words under the appropriate headings.
2351 R3	Given a list of words containing silent letters, the learner will write the letters that are silent in the blanks beside the words.
2361 R3	Given a word orally and a list of four words, the learner will identify the word which begins with the same initial consonant cluster as the word called (all previously taught clusters)
2362 R3	Given a word orally and a list of four words, the learner will identify the word which ends with the same consonant cluster as the word called (all previously taught clusters plus nk, nd, nt).
2371 R3	Given a word orally and a list of four words, the learner will identify the word which begins with the same initial consonant digraph as the word called. (ch, sh, wh, th)
2372 R3	Given a word orally and a list of four words the learner will identify the word which ends with the same consonant digraph as the word called. (sh, ch, th)
2414 R3	Given a list of words which contain long short and other vowel patterns, the learner will identify all those words which have short vowel sounds. (a, e, i, o, u)
2421 R3	Given a list of words which contain long, short and other vowel patterns, the learner will identify all those words which have long vowel sounds. (a, e, i, o, u)
2431 R3	Given a list of vowel digraphs (ai, ea, oa, aw) followed by sentences containing incomplete words, the learner will complete the words by adding the correct vowel digraphs.
2451 R3	Given a list of written words containing short, long and other vowel patterns, the learner will identify all those words which have silent vowels in them.
2501 R3	Given a word containing an underlined phonetic part and three additional words, the learner will choose the word containing the same sound as that represented by the underlined phonetic part.

STRUCTURAL ANALYSIS

3101 R3	Given a list of four words, one of which is a compound word, the learner will choose the compound word.
3221 R3	Given the endings s, ing, ed, en, er, and est, and a list of sentences containing incomplete words, the learner will complete the words by adding the correct endings.
3261 R3	Given a sentence containing two words that can be contracted, the learner will write the contraction.
3271 R3	Given an incomplete sentence and two words, the learner will choose the correct possessive form to complete the sentence.
3281 R3	Given a list of singular nouns, the learner will write their plural forms.
3311 R3	Given a base word, a definition, and a list of prefixes the learner will choose a prefix to coincide with the definition.
3321 R3	Given a base word, a definition and a list of suffixes, the learner will choose a suffix to coincide with the definition.
3471 R3	Given a list of words the learner will divide the words into syllables.

MINIMUM READING OBJECTIVES

FROM FARAWAY PLACES

3 - Reader Level VII-VIII

3511 R3	Given a list of syllabicated words the learner will insert the primary accent marks.
	COMPREHENSION
4101 R3	Given a selection containing several paragraphs, followed by several main ideas, the learner will choose the main idea for each paragraph.
4201 R3	Given a story, a question, and several answers, the learner will choose the correct answer to the question. (Details)
4301 R3	Given a selection to read, followed by a group of sentences, the learner will number the sentences in the order they occur in the selection. (Sequence.)
4401 R3	Given a story, a question, and several answers, the learner will choose the correct answer to the question. (Inference)
4501 R3	Given classification headings and a list of words or phrases, the learner will underline the words or phrases that belong under the given headings.
4681 R3	Given a list of causes and a list of effects, the learner will put the number of the cause before its correct effect.
4711 R3	Given a sentence followed by the words Yes and No, the learner will answer Yes if the sentence is correct and a fact, and No if the sentence is fantasy.
4801 R3	Given a story to read, followed by a list of characteristics, the learner will select the characteristics that describe a given story character.
	WORD MEANING
5101 R3	Given a list of words and a list of synonyms in random order the learner will match the two lists.
5102 R3	Given a list of words and a list of synonymous phrases in random order, the learner will match the two lists.
5201 R3	Given a list of words and a list of antonyms in random order the learner will match the two lists.
5301 R3	Given a sentence with two blank spaces and two homonyms, the learner will write the correct homonyms in the blanks.
5401 R3	Given a pair of sentences with a word missing in the second sentence, the learner will choose a word from the first sentence to complete correctly the second sentence. (multiple meaning)
5501 R3	Given a set of sentences containing common expressions and another set of sentences that mean the same, the learner will match the sentences that go together. (figure of speech)
	STUDY SKILLS
6101 R3	Given a set of various written directions, the learner will complete the tasks in the manner stated in the directions.
6221 R3	Given a sample table of contents, followed by a question with several answers, the learner will use the table of contents to choose the correct answer.
6241 R3	Given a sample glossary, followed by a question with several answers, the learner will use the glossary to choose the correct answer.
6341 R3	Given 5 sets of 3 words, the learner will choose the word which (to second letter) would be first in alphabetical order.
6451 R3	Given an entry word, followed by several glossary respellings, the learner will choose the correct respelling of the entry word.
6601 R3	Given a paragraph and three sentences the learner will read the paragraph and select the sentence that summarizes the paragraph.
6701 R3	Given incomplete statements followed by a selection, and a limited amount of time, the learner will skim the selection and complete the statements.
6811 R3	Given a map and a set of directions, the learner will follow the directions and mark the map accordingly.

MINIMUM READING OBJECTIVES

TRADEWINDS

4 - Reader Level IX-X

WORD RECOGNITION

1121 R4	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.
1131 R4	Given a list of words in groups of 4, the learner will mark the words called. 95% (new words)
1221 R4	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.

PHONETIC ANALYSIS

2501 R4	Given a word containing underlined letters and four additional words containing underlined letters, the learner will choose the word in which the underlined letters represent the same sound as in the first word. (phonetic parts)

STRUCTURAL ANALYSIS

3101 R4	Given two lists of words, the learner will draw lines connecting words that make compounds.
3221 R4	Given a word, a word ending, and the word with the ending added, the learner will mark the answer that contains a mistake. (form of verb)
3261 R4	Given a list of sentences containing contractions and possessives, the learner will underline the contractions.
3262 R4	Given a list of contractions, the learner will write the two words that make up the contractions.
3311 R4	Given a base word, a definition, and a list of prefixes the learner will choose a prefix to coincide with the definition.
3321 R4	Given a base word, a definition and a list of suffixes, the learner will choose a suffix to coincide with the definition.
3471 R4	Given a list of words the learner will divide the words into syllables.
3511 R4	Given a list of syllabicated words the learner will insert the primary accent marks.

COMPREHENSION

4101 R4	Given a selection to read, followed by several sentences, the learner will choose the sentence that states the main idea.
4201 R4	Given a selection, followed by a question and a set of answers, the learner will read the selection and choose the correct answer. (Details)
4301 R4	Given a selection to read, followed by a group of sentences, the learner will number the sentences in the order they occur in the selection. (Sequence)
4401 R4	Given a selection, followed by a question and a set of answers, the learner will read the selection and choose the correct answer. (Inference)
4501 R4	Given classification headings and a list of words or phrases, the learner will write the words or phrases under the proper headings.
4681 R4	Given a list of causes and a list of effects, the learner will put the number of the cause before its correct effect.
4691 R4	Given sentences with incomplete analogous relationships and a list of words which complete the relationship.
4721 R4	Given several statements, the learner will choose those statements that are opinions rather than facts.
4801 R4	Given a story to read, followed by a list of characteristics, the learner will select the characteristics that describe a given story character.

MINIMUM READING OBJECTIVES

TRADEWINDS

4 - Reader Level IX-X

WORD MEANING

5101 R4 Given a list of words and a list of synonyms in random order the learner will match the two lists.

5102 R4 Given a list of words and a list of synonymous phrases in random order, the learner will match the two lists.

5201 R4 Given an incomplete sentence containing an underlined word and a list of antonyms, the learner will choose the correct antonym to complete the sentence.

5301 R4 Given a sentence with two blank spaces and two homonyms, the learner will write the correct homonyms in the blanks.

5401 R4 Given a pair of sentences with a word missing in the second sentence, the learner will choose a word from the first sentence to complete the second sentence. (multiple meaning)

5501 R4 Given sentences containing common expressions and a list of scrambled meanings, the learner will match the sentences and meanings which go together. (figure of speech)

STUDY SKILLS

6101 R4 Given a set of various written directions, the learner will complete the tasks in the manner stated.

6221 R4 Given a sample table of contents, followed by a question with several answers, the learner will use the table of contents to choose the correct answer.

6241 R4 Given some glossary guide words and corresponding page numbers, followed by a word and a choice of four page numbers, the learner will mark the page number where the word can be found.

6341 R4 Given 5 sets of 4 words the learner will choose the word which (to 4th letter) would be first in alphabetical order.

6451 R4 Given a list of words and a list of respellings, the learner will match the correct word and respelling. (Dictionary)

6501 R4 Given a selection to read, followed by the main headings of an incomplete outline, the learner will complete the outline.

6601 R4 After reading a short paragraph the learner will write a one-sentence summary.

6701 R4 Given incomplete statements followed by a selection, and a limited amount of time, the learner will skim the selection and complete the statements.

6851 R4 Given a question, followed by a choice of references, the learner will choose the reference where the answer to the question can be found.

LITERARY SKILLS

7201 R4 Given a selection, followed by the names of four kinds of literature, the learner will read the selection, and choose the kind of literature represented by the selection. (Literary forms-style)

7301 R4 After reading a selection, the learner will select the author's purpose for writing the selection, from a given list of purposes.

MINIMUM READING OBJECTIVES

CROSSROADS

5 - Reader Level XI-XII

WORD RECOGNITION

[illegible]/R5 Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.

1131/R5 Given a list of words in groups of 4, the learner will mark the word called. 95% (new words)

1221/R5 Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.

PHONETIC ANALYSIS

2501/R5 Given a word containing underlined letters and four additional words containing underlined letters, the learner will choose the word in which the underlined letters represent the same sound as in the first word. (Phonetic parts)

STRUCTURAL ANALYSIS

3221/R5 Given a word, a word ending, and the word with the ending added, the learner will mark the answer that contains a mistake.

3311/R5 Given a base word, a definition, and a list of prefixes the learner will choose a prefix to coincide with the definition.

3321/R5 Given a base word, a definition and a list of suffixes, the learner will choose a suffix to coincide with the definition.

3471/R5 Given a list of words the learner will divide the words into syllables.

3511/R5 Given a list of syllabicated words the learner will insert the primary accent marks.

COMPREHENSION

4101/R5 Given a selection to read, followed by several sentences, the learner will choose the sentence that states the main idea.

4201/R5 Given a selection to read, followed by a question and a set of answers, the learner will choose the correct answer. (Details)

4301/R5 Given a selection to read, followed by a group of sentences, the learner will number the sentences in the order they occur in the selection. (sequence)

4401/R5 Given a selection to read, followed by a question and a set of answers, the learner will choose the correct answer. (Inference)

4501/R5 Given a list of words, with or without classification headings, the learner will write the words in groups.

4681/R5 Given a list of causes and a list of effects, the learner will put the number of the cause before its correct effect.

4691/R5 Given sentences with incomplete analogous relationships and a list of words the learner will choose the words which complete the relationship.

4721/R5 Given several statements, the learner will distinguish between sentences containing facts and those containing opinions. (Critical Reading)

4801/R5 Given a story to read, followed by a list of characteristics, the learner will select the characteristics that describe a given story character.

WORD MEANING

5101/R5 Given a list of words and a list of synonyms in random order the learner will match the two lists.

5102/R5 Given a list of words and a list of synonymous phrases in random order, the learner will match the two lists.

5201/R5 Given a list of words and a scrambled list of antonyms, the learner will choose the correct antonym for each word.

MINIMUM READING OBJECTIVES

CROSSROADS

5 - Reader Level XI-XII

5301 R5	Given an incomplete sentence, followed by two homonyms, the learner will choose the correct homonym to complete the sentence.
5401 R5	Given a dictionary entry with multiple meanings and sentences containing that entry, the learner will choose the meaning that fits the sentence. (multiple meaning)
5501 R5	Given the words: simile, metaphor, personification, and a list of sentences, the learner will choose those sentences which contain a simile, metaphor, or personification.
	STUDY SKILLS
6101 R5	Given a set of various written directions, the learner will complete the tasks in the manner stated.
6221 R5	Given a sample table of contents, followed by a question with several answers, the learner will use the table of contents to choose the correct answer.
6241 R5	Given some glossary guide words and corresponding page numbers, followed by a word and a choice of our page numbers, the learner will mark the page number where the word can be found.
6341 R5	Given a list of four words, the learner will alphabetize the words up to the 4th letter.
6451 R5	Given a pronunciation code, and a coded paragraph the learner will use the code to rewrite the paragraph. (Dictionary)
6461 R5	Given a sentence with an underlined word the learner will use the dictionary to write a definition of the word.
6501 R5	Given a selection to read, followed by the main headings of an incomplete outline, the learner will complete the outline.
6601 R5	After reading a short paragraph the learner will write a one-sentence summary.
6701 R5	Given incomplete statements followed by a selection, and a limited amount of time, the learner will skim the selection and complete the statements.
6821 R5	Given a graph, diagram, or picture, followed by several questions, the learner will use the above illustrations to answer the questions. (References)
6831 R5	Given an illustration of a set of encyclopedias, followed by a question, the learner will choose the number of the volume(s) in which the answer to the question can be found. (References)
6831 R5	Given a question, followed by a choice of references, the learner will choose the reference where the answer to the question can be found. (References)
	LITERARY SKILLS
7201 R5	Given a selection, followed by the names of four kinds of literature, the learner will read the selection and choose the kind of literature represented by the selection. (Lit. forms & style)
7301 R5	After reading a selection, the learner will select the author's purpose for writing the selection from a given list of purposes.

MINIMUM READING OBJECTIVES

SEVEN SEAS

6 - Reader Level XIII-XIV

WORD MEANING	
1121 R6	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.
1131 R6	Given a list of words in groups of 4, the learner will mark the words called, 95% (new words)
1221 R6	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.
PHONETIC ANALYSIS	
2501 R6	Given a word containing underlined letters and four additional words containing underlined letters, the learner will choose the word in which the underlined letters represent the same sound as in the first word. (Phonetic parts)
STRUCTURAL ANALYSIS	
3221 R6	Given a word, a word ending, and the word with the ending added, the learner will mark the answer that contains a mistake.
3311 R6	Given a base word, a definition, and a list of prefixes the learner will choose a prefix to coincide with the definition.
3321 R6	Given a base word, a definition and a list of suffixes, the learner will choose a suffix to coincide with the definition.
3471 R6	Given a list of words the learner will divide the words into syllables.
3511 R6	Given a list of syllabicated words the learner will insert the primary accent marks.
COMPREHENSION	
4101 R6	Given a selection to read, followed by several sentences, the learner will choose a sentence that states the main idea.
4201 R6	Given a selection to read, followed by a question and a set of answers, the learner will choose the correct answer. (Details)
4301 R6	Given a selection to read, followed by a group of sentences, the learner will number the sentences in the order they occur in the selection. (Sequence)
4401 R6	Given a selection to read, followed by a question and a set of answers, the learner will choose the correct answer. (Inference)
4681 R6	Given a list of causes and a list of effects, the learner will put the number of the cause before its correct effect.
4691 R6	Given sentences with incomplete analogous relationships and a list of words the learner will choose the words which complete the relationship.
4721 R6	Given several statements, the learner will label the statements as fact, fiction or opinion. (Critical Reading)
4801 R6	Given a story to read, followed by a list of characteristics, the learner will select the characteristics that describe a given story character.
WORD MEANING	
5101 R6	Given a list of words and a list of synonyms in random order the learner will match the two lists.
5102 R6	Given a list of words and a list of synonymous phrases in randon order, the learner will match the two lists.
5201 R6	Given a list of words and a scrambled list of antonyms, the learner will choose the correct antonym for each word.

MINIMUM READING OBJECTIVES

SEVEN SEAS

6 - Reader Level XIII-XIV

5401 R6	Given a list of words with multiple meanings and incomplete sentences, the learner will choose the correct word to complete the sentence.
5501 R6	Given sentences containing colorful expressions and a list of scrambled meanings, the learner will match the sentences and meanings which go together. (figure of speech)
	STUDY SKILLS
6101 R6	Given a set of various written directions, the learner will complete the tasks in the manner stated.
6221 R6	Given a sample table of contents followed by a question with several answers, the learner will use the table of contents to choose the correct answer.
6231 R6	Given an index, followed by a list of questions and a choice of answers, the learner will use the index to choose the correct answers.
6341 R6	Given a list of book titles and authors, the learner will arrange the names of the author's in alphabetical order.
6451 R6	Given a pronunciation code, and a coded paragraph the learner will use the code to rewrite the paragraph. (Dictionary)
6461 R6	Given a sentence with an underlined word, the learner will use the dictionary to write the definition of the word. (Dictionary)
6501 R6	Given a selection, followed by the format of an outline, the learner will complete the outline.
6601 R6	After reading a short paragraph, the learner will write a one-sentence summary.
6701 R6	Given incomplete statements followed by a selection, and a limited amount of time, the learner will skim the selection and complete the statements.
6811 R6	Given a map, followed by several questions and a choice of answers, the learner will use the map to select the correct answer.
6831 R6	Given an illustration of a set of encyclopedias, followed by a question, the learner will choose the number of the volume(s) in which the answer to the question can be found. (References)
6851 R6	Given a question, followed by a choice of references, the learner will choose the reference where the answer to the question can be found.
	LITERARY SKILLS
7201 R6	Given a selection to read, followed by the names of four kinds of literature, the learner will choose the kind of literature represented by the selection. (Literary forms & style)
7301 R6	After reading a selection, the learner will select the author's purpose for writing the selection from a given list of purposes.

Appendix C

SAN JUAN UNIFIED SCHOOL DISTRICT (Revised 7-73)

READING INSTRUCTIONAL MANAGEMENT SYSTEM
Continuous Pupil PROGRESS PROFILE
SUMMARY OF MASTERY

Pupil's Name:_____ Age:_____ Grade:_____

DIRECTIONS TO TEACHERS: This chart is to be used as a continuous record of the pupil's progress. Date is to be inserted when skill is mastered.

PRE-PRIMER Testing Date_____

Teacher's Name_____

			Mastery Date
Word Recognition			
PP4	1121	New Words/Oral Response	
PP4	1131	New Words/Written Response	
PP4	1221	Oral Reading	
Phonetic Analysis			
PP4	2121	Letters	
PP4	2131	Rhyming	
PP4	2321	Consonants/Initial	
PP4	2371	Digraphs/Initial	
Structural Analysis			
PP4	3101	Compound Words	
PP4	3221	Word End./Verb Adj. Forms	
Comprehension			
PP4	4101	Main Idea	
PP4	4201	Details	
PP4	4301	Sequence	
PP4	4401	Inferences	
PP4	4501	Classification	
PP4	4631	Relationships/Association	
PP4	4711	Critical Reading/Fact-Fantasy	
PP4	4801	Characterization	
Word Meaning			
PP4	5101	Synonyms	
PP4	5102	Synonymous Phrases	
PP4	5201	Antonyms	
Study Skills			
PP4	6101	Following Directions	
PP4	6211	Parts of a Book	
PP4	6221	Table of Contents	
PP4	6421	Dictionary	
PP4	6601	Summarizing	
PP4	6701	Skimming	

PRIMER Testing Date_____

Teacher's Name_____

			Mastery Date
Word Recognition			
P	1121	New Words/Oral Response	
P	1131	New Words/Written Response	
P	1221	Oral Reading	
Phonetic Analysis			
P	2121	Aud. Disc./Letters	
P	2131	Aud. Disc./Rhyming	
P	2132	Aud. Disc./Rhyming	
P	2321	Consonants/Initial	
P	2331	Consonants/Final	
P	2361	Consonant Blends/Initial	
P	2371	Digraphs/Initial	
P	2372	Digraphs/Final	
Structural Analysis			
P	3101	Compound Words	
P	3221	Word End./Verb Adj. Forms	
P	3281	Word Endings/Plurals	
P	3282	Word Endings/Plurals	
P	3283	Word Endings/Plurals	
Comprehension			
P	4101	Main Idea	
P	4201	Details	
P	4301	Sequence	
P	4401	Inference	
P	4501	Classification	
P	4631	Relationships/Assoc.	
P	4711	Critical Rd./Fact-Fantasy	
P	4801	Characterization	
Word Meaning			
P	5101	Synonyms	
P	5102	Synonymous Phrases	
P	5201	Antonyms	
P	5501	Figurative Language	
Study Skills			
P	6101	Following Directions	
P	6211	Parts of a Book	
P	6221	Table of Contents	
P	6431	Picture Dictionary	
P	6601	Summarizing	

READER 1	Testing Date	
	Teacher's Name	
		Mastery Date
Word Recognition		
R1 1121	New Words/Oral Response	
R1 1131	New Words/Written Response	
R1 1221	Oral Reading	
Phonetic Analysis		
R1 2121	Aud. Disc./Letters	
R1 2122	Aud. Disc./Letters	
R1 2311	Consonants/Recognition	
R1 2321	Consonants/Initial	
R1 2331	Consonants/Final	
R1 2361	Consonant Blends/Initial	
R1 2362	Consonant Blends/Final	
R1 2371	Digraphs/Initial	
R1 2372	Digraphs/Final	
R1 2411	Vowels/Short	
R1 2412	Vowels/Short	
R1 2413	Vowels/Short	
R1 2414	Vowels/Short	
R1 2421	Vowels/Long	
R1 2501	Phonetic Parts	
Structural Analysis		
R1 3101	Compound Words	
R1 3221	Word End./Verb.Adj.Forms	
R1 3271	Word Endings/Possessives	
R1 3281	Word Endings/Plurals	
R1 3321	Affixes/Suffix	
R1 3411	Syllables/Aud. Recog.	
Comprehension		
R1 4101	Main Idea	
R1 4201	Details	
R1 4301	Sequence	
R1 4401	Inferences	
R1 4501	Classification	
R1 4711	Critical Rd./Fact-Fantasy	
R1 4801	Characterization	
Word Meaning		
R1 5101	Synonyms	
R1 5102	Synonymous Phrases	
R1 5201	Antonyms	
R1 5301	Homonyms	
R1 5401	Multiple Meanings	
R1 5501	Figurative Language	
Study Skills		
R1 6101	Following Directions	
R1 6211	Parts of a Book	
R1 6221	Table of Contents	
R1 6331	Alphabet/2nd letter	
R1 6431	Picture Dictionary	
R1 6601	Summarizing	
R1 6701	Skimming	
R1 6811	Reference/Map	

READER 2	Testing Date	
	Teacher's Name	
		Mastery Date
Word Recognition		
R2 1121	New Words/Oral Response	
R2 1131	New Words/Written Response	
R2 1221	Oral Reading	
Phonetic Analysis		
R2 2321	Consonants/Initial	
R2 2331	Consonants/Final	
R2 2341	Consonants/C, G & S	
R2 2361	Clusters(Blends)/Initial	
R2 2362	Clusters(Blends)/Final	
R2 2371	Digraphs/Initial	
R2 2372	Digraphs/Final	
R2 2411	Vowels/Short	
R2 2412	Vowels/Short	
R2 2421	Vowels/Long	
R2 2422	Vowels/Long	
R2 2431	Vowels/Digraphs	
R2 2451	Vowels/Silent	
R2 2501	Phonetic Parts	
Structural Analysis		
R2 3101	Compound Words	
R2 3221	Word End./Verb Adj.Forms	
R2 3261	Word Endings/Contractions	
R2 3271	Word Endings/Possessives	
R2 3281	Word Endings/Plurals	
R2 3311	Affixes/Prefix	
R2 3321	Affixes/Suffix	
R2 3411	Syllables/Aud. Recog.	
R2 3511	Accents/Aud. Recog.	
Comprehension		
R2 4101	Main Idea	
R2 4201	Details	
R2 4301	Sequence	
R2 4401	Inferences	
R2 4501	Classification	
R2 4681	Relationship/Cause-Effect	
R2 4711	Critical Rd./Fact-Fantasy	
R2 4801	Characterization	
Word Meaning		
R2 5101	Synonyms	
R2 5102	Synonymous Phrases	
R2 5201	Antonyms	
R2 5301	Homonyms	
R2 5401	Multiple Meanings	
R2 5501	Figurative Language	
Study Skills		
R2 6101	Following Directions	
R2 6211	Parts of a Book	
R2 6221	Table of Contents	
R2 6331	Alphabet/2nd letter	
R2 6431	Picture Dictionary	
R2 6601	Summarizing	
R2 6701	Skimming	
R2 6811	Reference/Map	

READER 3		Testing Date Teacher's Name	Mastery Date
Word Recognition			
R3	1121	New Words/Oral Response	
R3	1131	New Words/Written Response	
R3	1221	Oral Reading	
Phonetic Analysis			
R3	2341	Consonants/C and G	
R3	2351	Consonants/Silent	
R3	2361	Clusters(Blends)/Initial	
R3	2362	Clusters(Blends)/Final	
R3	2371	Digraphs/Initial	
R3	2372	Digraphs/Final	
R3	2414	Vowels/Short	
R3	2421	Vowels/Long	
R3	2431	Vowels/Digraphs	
R3	2451	Vowels/Silent	
R3	2501	Phonetic Parts	
Structural Analysis			
R3	3101	Compound Words	
R3	3221	Word End./Verb Forms	
R3	3261	Word Endings/Contractions	
R3	3271	Word Endings/Possessives	
R3	3281	Word Endings/Plurals	
R3	3311	Affixes/Prefix	
R3	3321	Affixes/Suffix	
R3	3471	Syllables/Aud. Vis.Recog.	
R3	3511	Accents/Aud. Recog.	
Comprehension			
R3	4101	Main Idea	
R3	4201	Details	
R3	4301	Sequences	
R3	4401	Inferences	
R3	4501	Classification	
R3	4681	Relationship/Cause-Effect	
R3	4711	Critical Rd./Fact-Fantasy	
R3	4801	Characterization	
Word Meaning			
R3	5101	Synonyms	
R3	5102	Synonymous Phrases	
R3	5201	Antonyms	
R3	5301	Homonyms	
R3	5401	Multiple Meanings	
R3	5501	Figurative Language	
Study Skills			
R3	6101	Following Directions	
R3	6221	Table of Contents	
R3	6241	Glossary	
R3	6341	Alphabet/3rd-4th letter	
R3	6451	Dictionary/Pronun. Code	
R3	6601	Summarizing	
R3	6701	Skimming	
R3	6811	Reference/Map	

READER 4		Testing Date Teacher's Name	Mastery Date
Word Recognition			
R4	1121	New Words/Oral Response	
R4	1131	New Words/Written Response	
R4	1221	Oral Reading	
Phonetic Analysis			
R4	2501	Phonetic Parts	
Structural Analysis			
R4	3101	Compound Words	
R4	3221	Word Endings/Verb Forms	
R4	3261	Word Endings/Contractions	
R4	3262	Word Endings/Contractions	
R4	3311	Affixes/Prefix	
R4	3321	Affix/Suffix	
R4	3471	Syllables/Aud. Vis.Recog.	
R4	3511	Accents/Aud. Recog.	
Comprehension			
R4	4101	Main Idea	
R4	4201	Details	
R4	4301	Sequence	
R4	4401	Inference	
R4	4501	Classification	
R4	4681	Relationship/Cause-Effect	
R4	4691	Relationship/Analogous	
R4	4721	Critical Rd./Fact-Opinion	
R4	4801	Characterization	
Word Meaning			
R4	5101	Synonyms	
R4	5102	Synonymous Phrases	
R4	5201	Antonyms	
R4	5301	Homonyms	
R4	5401	Multiple Meanings	
R4	5501	Figurative Language	
Study Skills			
R4	6101	Following Direction	
R4	6221	Table of Contents	
R4	6241	Glossary	
R4	6341	Alphabet/3rd-4th letter	
R4	6451	Dictionary/Pronun. Code	
R4	6501	Outlining	
R4	6601	Summarizing	
R4	6701	Skimming	
R4	6851	References/General	
Literary Skills			
R4	7201	Form	
R4	7301	Author's Purpose	

READER 5 Testing Date _____

Teacher's Name _____

			Mastery Date
Word Recognition			
R5	1121	New Words/Oral Response	
R5	1131	New Words/Written Response	
R5	1221	Oral Reading	
Phonetic Analysis			
R5	2501	Phonetic Parts	
Structural Analysis			
R5	3221	Word Endings/Verb Forms	
R5	3311	Affixes/Prefix	
R5	3321	Affix/Suffix	
R5	3471	Syllables/Aud. Vis. Recog.	
R5	3511	Accents/Aud. Recog.	
Comprehension			
R5	4101	Main Idea	
R5	4201	Details	
R5	4301	Sequence	
R5	4401	Inference	
R5	4501	Classification	
R5	4681	Relationship/Cause-Effect	
R5	4691	Relationship/Analogous	
R5	4721	Critical Rd./Fact or Opinion	
R5	4801	Characterization	
Word Meaning			
R5	5101	Synonyms	
R5	5102	Synonymous Phrases	
R5	5201	Antonyms	
R5	5301	Homonyms	
R5	5401	Multiple Meanings	
R5	5501	Figurative Language	
Study Skills			
R5	6101	Following Directions	
R5	6221	Table of Contents	
R5	6241	Glossary	
R5	6341	Alphabet/3rd-4th letter	
R5	6451	Dictionary/Pronun. Code	
R5	6461	Dictionary/Definitions	
R5	6501	Outlining	
R5	6601	Summarizing	
R5	6701	Skimming	
R5	6821	Reference/Graph	
R5	6831	Reference/Encyclopedia	
R5	6851	Reference/General	
Literary Skills			
R5	7201	Form	
R5	7301	Author's Purpose	

READER 6 Testing Date _____

Teacher's Name _____

			Mastery Date
Word Recognition			
R6	1121	New Words/Oral Response	
R6	1131	New Words/Written Response	
R6	1221	Oral Reading	
Phonetic Analysis			
R6	2501	Phonetic Parts	
Structural Analysis			
R6	3221	Word Endings/Verb Forms	
R6	3311	Affix/Prefix	
R6	3321	Affix/Suffix	
R6	3471	Syllables/Aud. Vis. Recog.	
R6	3511	Accents/Aud. Recog.	
Comprehension			
R6	4101	Main Idea	
R6	4201	Details	
R6	4301	Sequence	
R6	4401	Inference	
R6	4681	Relationship/Cause-Effect	
R6	4691	Relationship/Analogous	
R6	4721	Critical Rd./Fact or Opinion	
R6	4801	Characterization	
Word Meaning			
R6	5101	Synonyms	
R6	5102	Synonymous Phrases	
R6	5201	Antonyms	
R6	5401	Multiple Meanings	
R6	5501	Figurative Language	
Study Skills			
R6	6101	Following Directions	
R6	6221	Table of Contents	
R6	6231	Index	
R6	6341	Alphabet	
R6	6451	Dictionary/Pronun.Code	
R6	6461	Dictionary/Definitions	
R6	6501	Outlining	
R6	6601	Summarizing	
R6	6701	Skimming	
R6	6811	Reference/Map	
R6	6831	Reference/Encyclopedia	
R6	6851	Reference/General	
Literary Skills			
R6	7201	Form	
R6	7301	Author's Purpose	

READER 7 Testing Date

Teacher's Name

			Mastery Date
Word Recognition			
R7	1221	Oral Reading	
Structural Analysis			
R7	3311	Prefix	
R7	3321	Suffix	
Comprehension			
R7	4101	Main Idea	
R7	4111	Sentence Meaning	
R7	4201	Details	
R7	4301	Sequence	
R7	4401	Inferences	
R7	4421	Drawing Conclusions	
R7	4431	Generalization	
R7	4681	Relationship Cause-Effect	
R7	4691	Analogous	
R7	4721	Critical Reading-Fact-Opinion	
R7	4731	Critical Reading-Compare/ Contrast	
R7	4811	Characterization-Delineation	
R7	4821	Characterization-Growth&Change	
Word Meaning			
R7	5101	Synonyms	
R7	5201	Antonyms	
R7	5301	Homonyms	
R7	5411	Denotation vs Connotation	
R7	5701	Acronyms	
R7	5801	Context Clues	
R7	5901	Etymology	
R7	5921	Etymology -Language Growth&Change	
Study Skills			
R7	6101	Following Directions	
R7	6221	Parts of a Book-Table of Contents	
R7	6231	Parts of a Book-Index	
R7	6441	Parts of a Book - Glossary- Guide Words	
R7	6451	Dictionary-Pronunciation Code	
R7	6471	Dictionary-General	
R7	6501	Outlining	
R7	6601	Summarizing	
R7	6701	Skimming	
R7	6811	Maps	
R7	6821	Graphic References-Graphs	
R7	6822	Graphic References-Diagrams	
R7	6823	Graphic References-Pictures or Illustrations	
R7	6824	Graphic References-Charts	
R7	6825	Graphic References-Time lines	
R7	6861	References-Footnotes	
R7	6901	Purpose & Rate of Reading	
Literary Skills			
R7	7111	Sensory Imagery	
R7	7231	Figurative Language-Simile, Metaphor, Personification	
R7	7401	Humor	
R7	7431	Humor-Irony	
R7	7513	Non Fiction-Autobigraphy- Biography	
R7	7526	Fiction	
R7	7541	Poetry-Type	
R7	7542	Poetry-Style	
R7	7601	Author's Point of View or Purpose	
R7	7611	Setting	
R7	7621	Theme	
R7	7641	Conflict	
R7	7651	Foreshadowing	

READER 8 Testing Date

Teacher's Name

			Mastery Date
Word Recognition			
R8	1221	Oral Reading	
Structural Analysis			
R8	3311	Prefix	
R8	3321	Suffix	
Comprehension			
R8	4101	Main Idea	
R8	4111	Sentence Meaning	
R8	4201	Details	
R8	4301	Sequence	
R8	4401	Inferences	
R8	4421	Drawing Conclusions	
R8	4431	Generalization	
R8	4681	Relationship-Cause & Effect	
R8	4691	Analogous	
R8	4721	Critical Reading Fact/Opinion	
R8	4731	Critical Reading-Compare/ Contrast	
R8	4821	Characterization-Growth&Change	
Word Meaning			
R8	5101	Synonyms	
R8	5201	Antonyms	
R8	5301	Homonyms	
R8	5411	Denotation vs. Connotation	
R8	5601	Homographs	
R8	5801	Context Clues	
R8	5901	Etymology	
R8	5921	Etymology-Language Growth&Change	
Study Skills			
R8	6101	Following Directions	
R8	6221	Parts of a Book-Table of Contents	
R8	6231	Parts of a Book-Index	
R8	6441	Parts of a Book-Glossary- Guide Words	
R8	6451	Dictionary-Pronunciation Code	
R8	6471	Dictionary-General	
R8	6501	Outlining	
R8	6601	Summarizing	
R8	6701	Skimming	
R8	6811	Maps	
R8	6821	Graphic References-Graphs	
R8	6822	Graphic References-Diagrams	
R8	6823	Graphic References-Pictures or Illustrations	
R8	6824	Graphic References-Charts	
R8	6825	Graphic References-Timelines	
R8	6861	References-Footnotes	
R8	6901	Purpose & Rate of Reading	
Literary Skills			
R8	7111	Sensory Imagery	
R8	7231	Figurative Language-Simile, Metaphor, Personification	
R8	7251	Figurative Language-Simile, Metaphor, Personification, Hyperbole	
R8	7401	Humor	
R8	7431	Humor-Irony	
R8	7513	Non Fiction-Autobiography- Biography	
R8	7526	Fiction	
R8	7541	Poetry-Type	
R8	7542	Poetry-Style	
R8	7601	Author's Point of View or Purpose	
R8	7611	Setting	
R8	7621	Theme	
R8	7641	Conflict	
R8	7651	Foreshadowing	

Appendix D

SAN JUAN UNIFIED SCHOOL DISTRICT

Elementary Schools Division

Group Profile

Teacher_____

Entry Test Level 1

Date_____

Reader Level P

Student Names

Lightly colored=Mastery

slash=Reteach

colored slash = Mastery after Reteach

blank =Not tested

Word Recognition			
P	1121	New Words/Oral Response	
P	1131	New Words/Written Response	
P	1221	Oral Reading	
Phonetic Analysis			
P	2121	Aud. Disc./Letters	
P	2131	Aud. Disc./Rhyming	
P	2132	Aud. Disc./Rhyming	
P	2321	Consonants/Initial	
P	2331	Consonants/Final	
P	2361	Consonant Blends/Initial	
P	2371	Digraphs/Initial	
P	2372	Digraphs/Final	
Structural Analysis			
P	3101	Compound Words	
P	3221	Word End./Verb Adj. Forms	
P	3281	Word Endings/Plurals	
P	3282	Word Endings/Plurals	
P	3283	Word Endings/Plurals	
Comprehension			
P	4101	Main Idea	
P	4201	Details	
P	4301	Sequence	
P	4401	Inference	
P	4501	Classification	
P	4631	Relationships/Assoc.	
P	4711	Critical Rd./Fact-Fantasy	
P	4801	Characterization	
Word Meaning			
P	5101	Synonyms	
P	5102	Synonymous Phrases	
P	5201	Antonyms	
P	5501	Figurative Language	
Study Skills			
P	6101	Following Directions	
P	6211	Parts of a Book	
P	6221	Table of Contents	
P	6431	Picture Dictionary	
P	6601	Summarizing	
P	6701	Skimming	

SAN JUAN UNIFIED SCHOOL DISTRICT

Group Profile

Elementary Schools Division

Teacher_____

Entry Test Level 2

Date_____

Reader Level 1

Student Names

Lightly colored=Mastery

slash=Reteach

colored slash = Mastery after Reteach

blank = Not tested

Word Recognition		
R1	1121	New Words/Oral Response
R1	1131	New Words/Written Response
R1	1221	Oral Reading
Phonetic Analysis		
R1	2121	Aud. Disc./Letters
R1	2122	Aud. Disc./Letters
R1	2311	Consonants/Recognition
R1	2321	Consonants/Initial
R1	2331	Consonants/Final
R1	2361	Consonants Blends/Initial
R1	2362	Consonant Blends/Final
R1	2371	Digraphs/Initial
R1	2372	Digraphs/Final
R1	2411	Vowels/Short
R1	2412	Vowels/Short
R1	2413	Vowels/Short
R1	2414	Vowels/Short
R1	2421	Vowels/Long
R1	2501	Phonetic Parts
Structural Analysis		
R1	3101	Compound Words
R1	3221	Word End./Ver.Adj. Forms
R1	3271	Word Endings/Possessives
R1	3281	Word Endings/Plurals
R1	3321	Affixes/Suffix
R1	3411	Syllables/Aud. Recog.
Comprehension		
R1	4101	Main Idea
R1	4201	Details
R1	4301	Sequence
R1	4401	Inferences
R1	4501	Classification
R1	4711	Critical Rd./Fact-Fantasy
R1	4801	Characterization
Word Meaning		
R1	5101	Synonyms
R1	5102	Synonymous Phrases
R1	5201	Antonyms
R1	5301	Homonyms
R1	5401	Multiple Meanings
R1	5501	Figurative Language
Study Skills		
R1	6101	Following Directions
R1	6211	Parts of a Book
R1	6221	Table of Contents
R1	6331	Alphabet/2nd letter
R1	6431	Picture Dictionary
R1	6601	Summarizing
R1	6701	Skimming
R1	6811	Reference/Map

SAN JUAN UNIFIED SCHOOL DISTRICT

Elementary Schools Division

Teacher_____ Group Profile Entry Test Level 3

Date_____ Reader Level 2

Student Names

☐ Lightly colored=Mastery

☐ slash=Reteach

☐ colored slash = Mastery after Reteach

☐ blank = Not tested

Word Recognition		
R2	1121	New Words/Oral Response
R2	1131	New Words/Written Response
R2	1221	Oral Reading
Phonetic Analysis		
R2	2321	Consonants/Initial
R2	2331	Consonants/Final
R2	2341	Consonant /C, G & S
R2	2361	Clusters(Blends)/Initial
R2	2362	Clusters(Blends)/Final
R2	2371	Digraphs/Initial
R2	2372	Digraphs/Final
R2	2411	Vowels/Short
R2	2412	Vowels/Short
R2	2421	Vowels/Long
R2	2422	Vowels/Long
R2	2431	Vowels/Digraphs
R2	2451	Vowels/Silent
R2	2501	Phonetic Parts
Structural Analysis		
R2	3101	Compound Words
R2	3221	Word End./Verb Adj. Forms
R2	3261	Word Endings/Contractions
R2	3271	Word Endings/Possessives
R2	3281	Word Endings/Plurals
R2	3311	Affixes/Prefix
R2	3321	Affixes/Suffix
R2	3411	Syllables/Aud. Recog.
R2	3511	Accents/Aud. Recogn.
Comprehension		
R2	4101	Main Idea
R2	4201	Details
R2	4301	Sequence
R2	4401	Inferences
R2	4501	Classification
R2	4681	Relationship/Cause-Effect
R2	4711	Critical Rd./Fact-Fantasy
R2	4801	Characterization
Word Meaning		
R2	5101	Synonyms
R2	5102	Synonymous Phrases
R2	5201	Antonyms
R2	5301	Homonyms
R2	5401	Multiple Meanings
R2	5501	Figurative Language
Study Skills		
R2	6101	Following Directions
R2	6211	Parts of a Book
R2	6221	Table of Contents
R2	6331	Alphabet/2nd letter
R2	6431	Picture Dictionary
R2	6601	Summarizing
R2	6701	Skimming
R2	6811	Reference/Map

SAN JUAN UNIFIED SCHOOL DISTRICT

Elementary Schools Division

Teacher_____

Entry Test Level 4

Date_____

Group Profile

Reader Level 3

Student Names

Lightly colored=Mastery

slash=Reteach

colored slash = Mastery after Reteach

blank=Not tested

Word Recognition			
R3	1121	New Words/Oral Response	
R3	1131	New Words/Written Response	
R3	1221	Oral Reading	
Phonetic Analysis			
R3	2341	Consonants/C and G	
R3	2351	Consonants/Silent	
R3	2361	Clusters(Blends)/Initial	
R3	2362	Clusters(Blends)/Final	
R3	2371	Digraphs/Initial	
R3	2372	Digraphs/Final	
R3	2414	Vowels/Short	
R3	2421	Vowels/Long	
R3	2431	Vowels/Digraphs	
R3	2451	Vowels/Silent	
R3	2501	Phonetic Parts	
Structural Analysis			
R3	3101	Compound Words	
R3	3221	Word End./Verb Forms	
R3	3261	Word Endings/Contractions	
R3	3271	Word Endings/Possessives	
R3	3281	Word Endings/Plurals	
R3	3311	Affixes/Prefix	
R3	3321	Affixes/Suffix	
R3	3471	Syllables/Aud. Vis. Recog.	
R3	3511	Accents/Aud. Recog.	
Comprehension			
R3	4101	Main Idea	
R3	4201	Details	
R3	4301	Sequences	
R3	4401	Inferences	
R3	4501	Classification	
R3	4681	Relationship/Cause-Effect	
R3	4711	Critical Rd./Fact-Fantasy	
R3	4801	Characterization	
Word Meaning			
R3	5101	Synonyms	
R3	5102	Synonymous Phrases	
R3	5201	Antonyms	
R3	5301	Homonyms	
R3	5401	Multiple Meanings	
R3	5501	Figurative Language	
Study Skills			
R3	6101	Following Directions	
R3	6221	Table of Contents	
R3	6241	Glossary	
R3	6341	Alphabet/3rd-4th letter	
R3	6451	Dictionary/Pronun. Code	
R3	6601	Summarizing	
R3	6701	Skimming	
R3	6811	Reference/Map	

SAN JUAN UNIFIED SCHOOL DISTRICT

Elementary Schools Division

Teacher_____

Entry Test Level 5

Group Profile

Date_____

Reader Level 4

Student Names

Lightly colored=Mastery

slash=Reteach

colored slash = Mastery after Reteach

blank=Not tested

Word Recognition			
R4	1121	New Words/Oral Response	
R4	1131	New Words/Written Response	
R4	1221	Oral Reading	
Phonetic Parts			
R4	2501	Phonetic Parts	
Structural Analysis			
R4	3101	Compound Words	
R4	3221	Word Endings/Verb Forms	
R4	3261	Word Endings/Contractions	
R4	3262	Word Endings/Contractions	
R4	3311	Affixes/Prefix	
R4	3321	Affix/Suffix	
R4	3471	Syllables/Aud. Vis. Recog.	
R4	3511	Accents/Aud. Recog.	
Comprehension			
R4	4101	Main Idea	
R4	4201	Details	
R4	4301	Sequence	
R4	4401	Inference	
R4	4501	Classification	
R4	4681	Relationship/Cause-Effect	
R4	4691	Relationship/Analogous	
R4	4721	Critical Rd./Fact-Opinion	
R4	4801	Characterization	
Word Meaning			
R4	5101	Synonyms	
R4	5102	Synonymous Phrases	
R4	5201	Antonyms	
R4	5301	Homonyms	
R4	5401	Multiple Meanings	
R4	5501	Figurative Language	
Study Skills			
R4	6101	Following Directions	
R4	6221	Table of Contents	
R4	6241	Glossary	
R4	6341	Alphabet/3rd-4th letter	
R4	6451	Dictionary/Pronun. Code	
R4	6501	Outlining	
R4	6601	Summarizing	
R4	6701	Skimming	
R4	6851	References/General	
Literary Skills			
R4	7201	Form	
R4	7301	Author's Purpose	

SAN JUAN UNIFIED SCHOOL DISTRICT

Elementary Schools Division

Teacher _____

Entry Test Level 6

Group Profile

Date _____

Reader Level 5

Student Names

Lightly colored=Mastery

slash=Reteach

colored slash = Mastery after Reteach

blank=Not tested

Word Recognition			
R5	1121	New Words/Oral Response	
R5	1131	New Words/Written Response	
R5	1221	Oral Reading	
Phonetic Analysis			
R5	2501	Phonetic Parts	
Structural Analysis			
R5	3221	Word Endings/Verb Forms	
R5	3311	Affixes/Prefix	
R5	3321	Affix/Suffix	
R5	3471	Syllables/Aud. Vis. Recog.	
R5	3511	Accents/Aud. Recog.	
Comprehension			
R5	4101	Main Idea	
R5	4201	Details	
R5	4301	Sequence	
R5	4401	Inference	
R5	4501	Classification	
R5	4681	Relationship/Cause-Effect	
R5	4691	Relationship/Analogous	
R5	4721	Critical Rd./Fact or Opinion	
R5	4801	Characterization	
Word Meaning			
R5	5101	Synonyms	
R5	5102	Synonymous Phrases	
R5	5201	Antonyms	
R5	5301	Homonyms	
R5	5401	Multiple Meanings	
R5	5501	Figurative Language	
Study Skills			
R5	6101	Following Directions	
R5	6221	Table of Contents	
R5	6241	Glossary	
R5	6341	Alphabet/3rd-4th letter	
R5	6451	Dictionary/Pronun. Code	
R5	6461	Dictionary/Definitions	
R5	6501	Outlining	
R5	6601	Summarizing	
R5	6701	Skimming	
R5	6821	Reference/Graph	
R5	6831	Reference/Encyclopedia	
R5	6851	Reference/General	
Literary Skills			
R5	7201	Form	
R4	7301	Author's Purpose	

SAN JUAN UNIFIED SCHOOL DISTRICT

Elementary Schools Division

Teacher_____

Entry Test Level 7

Group Profile

Date_____

Reader Level 6

Student Names

Lightly colored=Mastery

slash=Reteach

colored slash = Mastery after Reteach

blank=Not tested

Word Recognition			
R6	1121	New Words/Oral Response	
R6	1131	New Words/Written Response	
R6	1221	Oral Reading	
Phonetic Analysis			
R6	2501	Phonetic Parts	
Structural Analysis			
R6	3221	Word Endings/Verb Forms	
R6	3311	Affix/Prefix	
R6	3321	Affix/Suffix	
R6	3471	Syllables/Aud. Vis. Recog.	
R6	3511	Accents/Aud. Recog.	
Comprehension			
R6	4101	Main Idea	
R6	4201	Details	
R6	4301	Sequence	
R6	4401	Inference	
R6	4681	Relationship/Cause-Effect	
R6	4691	Relationship/Analogous	
R6	4721	Critical Rd./Fact or Opinion	
R6	4801	Characterization	
Word Meaning			
R6	5101	Synonyms	
R6	5102	Synonymous Phrases	
R6	5201	Antonyms	
R6	5401	Multiple Meanings	
R6	5501	Figurative Language	
Study Skills			
R6	6101	Following Directions	
R6	6221	Table of Contents	
R6	6231	Index	
R6	6341	Alphabet	
R6	6451	Dictionary/Pronun. Code	
R6	6461	Dictionary/Definitions	
R6	6501	Outlining	
R6	6601	Summarizing	
R6	6701	Skimming	
R6	6811	Reference/Map	
R6	6831	Reference/Encyclopedia	
R6	6851	Reference/General	
Literary Skills			
R6	7201	Form	
R6	7301	Author's Purpose	

APPENDIX B

R. I. M. S.

DIAGNOSTIC - ACHIEVEMENT

Criterion Referenced Tests

Student Edition

Students Name _____

School _____

Level E 6

Date _____

(Revised 1-72)

(Revised 7-73)

STUDENT COPY

Entry 6 Name _____
Word Recognition: New Words

XI-XII / R5	1121	Given a list of new words sampling the entire reader, the learner will pronounce correctly at least 95% of the words.

Directions: Pronounce these words!

1. origin
2. captivate
3. electric
4. humiliate
5. bacteria
6. civilian
7. magnet
8. division
9. magician
10. luxury

1-7 / 10	Reteach_____	1121 / R5
8-10 / 10	Mastery_____	

Entry 6 Name _____

Word Recognition: New Words

XI-XII / R5	1131	Given a list of words in groups of 4, the learner will mark the word called.

1.	2.	3.	4.	5.
___announced	___invest	___healthy	___permit	___terrorize
___announce	___intone	___hesitate	___persist	___terrific
___announcer	___intense	___height	___perform	___terrified
___announcing	___insist	___hilarious	___pursue	___terrible
6.	7.	8.	9.	10.
___count	___brief	___recent	___blast	___dismal
___court	___brick	___reflect	___blunt	___discuss
___course	___breeches	___remote	___blare	___dismiss
___coward	___brisk	___regret	___blister	___distill
11.	12.	13.	14.	15.
___resistant	___controversial	___exclaim	___sensitive	___predict
___restriction	___ceremonious	___proclaim	___sensible	___pretend
___residential	___certificate	___disclaim	___sensory	___prevent
___resentful	___considerate	___reclaim	___sensation	___prefer
16.	17.	18.	19.	20.
___conform	___squirm	___relation	___profit	___medicate
___confident	___squeal	___religious	___promote	___medical
___confound	___square	___relied	___product	___medicinal
___confide	___squeak	___realistic	___project	___medication

1-15 / 20	Reteach_____	1131 / R5	2
16-20 / 20	Mastery_____		

Entry 6 Name _____

Word Recognition: Oral Reading

XI-XII / R5	1221	Given a short selection to read orally from the end of the book, the learner will read the selection with at least 95% accuracy.

Later, in the 1700's, a drowning victim was placed face down on the back of a horse. The horse was made to trot and the rhythmic bouncing forced air into and out of the victim's lungs.

Later, a new method, which was a definite improvement, was introduced. The victim was laid face up on the ground, and a long strip of cloth was placed under his back. The ends of the cloth were crossed over this chest and rhythmically pulled and released by two men, forcing air into and out of the lungs.

In 1903 the prone pressure method was introduced.

100 words

6 or more errors - Reteach_____

5 or less errors - Mastery_____ 1221/R5

3

Entry 6 Name _____

Phonetic Analysis: Phonetic Parts

XI-XII / R5	2501	Given a word containing underlined letters and four additional words containing underlined letters, the learner will choose the word in which the underlined letters represent the same sound as in the first word.

Directions: Read the first word in each group. Notice the sound you give the underlined letters. Then, read all of the other words in each group. Put an X beside the one word which has the same sound as underlined in the first word.

1. ocean	2. flow	3. skin	4. succeed
__ cane	__ bold	__ scholar	__ psychology
__ decide	__ country	__ scene	__ philosophy
__ neck	__ course	__ shale	__ pneumatic
__ shock	__ blood	__ sphinx	__ plentiful
5. jade	6. machine	7. freight	8. refrain
__ galley	__ echo	__ saucer	__ haunt
__ gnaw	__ check	__ southern	__ weather
__ guide	__ shiver	__ growl	__ inhale
__ gyrate	__ school	__ gauge	__ laugh
10. chief			
__ sense			
__ guarantee			
__ vein			
__ respire			

1-7 / 10	Reteach_____	2501 / R5
8-10 / 10	Mastery_____	

Entry 6 Name _____

Structural Analysis: Word Endings

XI-XII / R5	3221	Given a word, a word ending, and the word with the ending added, the learner will mark the answer that contains a mistake.

Directions: Each word is followed by a plus sign and letters in parentheses to show that they are to be added to the word. The word after the arrow shows the word with the ending added. Look for mistakes in the word after the arrow. If you find one, put an X in front of the set that contains the mistake. If there is no mistake, do not mark it.

1. ___ chemist + (ry) → chemistry
2. ___ scene + (ic) → scenic
3. ___ rapid + (ity) → rapidity
4. ___ confide + (ent) → confideent
5. ___ change + (able) → changeable
6. ___ humor + (ous) → humorous
7. ___ face + (ial) → faceial
8. ___ consider + (ate) → considerate
9. ___ music + (ian) → musician
10. ___ impress + (ion) → impression
11. ___ wise + (dom) → wisedom
12. ___ avoid + (ance) → avoidance
13. ___ provide + (ion) → provision
14. ___ wreck + (age) → wreckage
15. ___ lone + (some) → lonsome
16. ___ collect + (tion) → collection
17. ___ care + (ful) → carful
18. ___ nine + (teen) → nineteen
19. ___ dress + (y) → dressy
20. ___ gentle + (ly) → gentlely

1-15 / 20	Reteach ____	3221 / R5
16-20 / 20	Mastery ____	

5

Entry 6 Name _____

Structural Analysis: Prefix

XI-XII / R5	3311	Given a base word, a definition and a list of prefixes, the learner will choose a prefix to coincide with the definition given.

Directions: Add a prefix to the base word to make it mean what the definition states. Choose from the following prefixes.

sub un co mid semi ir in im dis il

1. _____annual: happening every half year
2. _____conscious: not conscious
3. _____variable: always the same
4. _____divide: to divide into smaller parts
5. _____connect: to separate
6. _____author: a joint author
7. _____literate: unable to read or write
8. _____regular: not even
9. _____year: in the center of the year
10. _____mortal: living forever

1-7 / 10	Reteach_____	3311 / R5
8-10 / 10	Mastery_____	

6

Entry 6 Name_____

Structural Analysis: Suffix

XI-XII / R5	3321	Given a base word, a definition, and a list of suffixes the learner will choose a suffix to coincide with the definition.

Directions: Add a suffix to the base word to make it mean what the definition states.

1. narrate _____ ic
   a person who tells a story
2. symbol_____ ward
   to represent
3. back_____ ation
   toward the back
4. provide_____ or
   a supplier
5. measure_____ ant
   act of measuring
6. imagine_____ able
   not real
7. danger_____ ry
   not safe
8. lion_____ ous
   a female lion
9. inhabit_____ ment
   one who lives in a certain place
10. chemist_____ ess
    the work of a chemist

1-7 / 10	Reteach_____	3321 / R5
8-10 / 10	Mastery_____	

7

Entry 6 Name _____

Structural Analysis: Syllables

XI-XII / R5	3471	Given a list of words, the learner will divide the words into syllables.

Directions: Read each word below. Rewrite each word in syllables on the line provided.

1. eclipse _____
2. gesture _____
3. grammar _____
4. expose _____
5. comprehend _____
6. tornado _____
7. destroyer _____
8. distribute _____
9. commotion _____
10. cattle _____

1-7 / 10	Reteach_____	3471 / R5
8-10 / 10	Mastery_____	

8

Entry 6
Structural Analysis: Accents

Name _____

XI-XII R5	3511	Given a list of syllabicated words, the learner will insert the primary accent marks.

Directions: Read each word. Decide which syllable should receive the primary accent mark. Place the accent mark on the correct syllable.

1. subway — sub - way
2. eternal — e - ter - nal
3. wither — with - er
4. violent — vi - o - lent
5. terror — ter - ror
6. exhaust — ex - haust
7. aspect — as - pect
8. galley — gal - ley
9. depression — de - pres - sion
10. commotion — com - mo - tion

1-7 10	Reteach_____	3511 R5
8-10 10	Mastery_____	

9

Entry 6 Name _____

Comprehension: Main Idea

XI-XII R5	4101	Given a selection to read, followed by several sentences, the learner will choose the sentence that states the main idea.

Directions: Read each paragraph below for its main idea. Then read the sentences beneath each paragraph. Check the one statement that best represents the main idea in each paragraph.

1. The Stock Exchange stands there, on Wall Street, where people buy and sell stocks, bonds and shares. They also yell at each other, watch quotations and read reports on long thin ticker tapes that come out of machines. All over the world businessmen wait for the result of the days trading on Wall Street.

___ Business machines are important to the whole world
___ Stock markets could operate better with much less noise
___ The stock exchange is an important and busy place of business

2. There are several major currents in the world's oceans. The paths of these currents vary somewhat from year to year. A current may change course slightly or move at a different rate of speed for many reasons. It is important for scientists to record these changes, for they affect the plant and animal life of the sea, people who depend on the sea for a living, and those whose lives might be altered by changes in the weather or climate.

___ Many people don't realize the importance of ocean currents
___ Currents and changes in ocean currents are important to many people.
___ Old sailing boats depended on the ocean currents.

3. The rollicking laughter which once bounced off the walls was hushed. The roaring blaze of the fire became a dying ember. An unpleasant atmosphere filled the palace as servants exchanged dark glances and shuffled noiselessly, performing their tasks without joy. Their presence was never acknowledged by the King unless he demanded service.

___ Servants no longer could make noise as they worked
___ The King expected only the very best service.
___ The palace became a gloomy place in which to work.

10a

(Continued)

Entry 6 - (Continued) Name _____
Comprehension: Main Idea

4. While the men set up camp, the Major wandered through the valley. As a scientist he was interested in discovering the secrets of this unknown part of the country. He hoped to learn how the mountains and valleys had been formed, and he wanted to map the area. He also hoped to discover some fossils. They should indicate the age of the rocks and the creatures that once lived here.

___ Fossils roamed the land where the men were.
___ The Major's interest in the area was scientific.
___ The men didn't mind setting up camp while the Major searched.

5. The Oriental dragons were not as fearsome as the European ones; they were friends and teachers of wise men and Kings. Although these beasts possessed great treasures they were generous with them. People who visited dragons often came away rich. As a rule these monsters were kindly but unreliable.

___ If people wanted to be rich they visited the dragons
___ Oriental dragons were friendly beasts
___ European dragons were greatly feared by most people.

1-3 / 5	Reteach_____	4101 / R5
4-5 / 5	Mastery_____	

10b

Entry 6 Name _____

Comprehension: Details

XI-XII R5	4201	Given a selection to read followed by a question and a set of answers the learner will choose the correct answer.

A. Since prehistoric times man has depended upon cattle, sheep, and hogs for food, clothing, and many other useful products. These mammals belong to a group called ungulata, which includes all animals with hoofs. Here, however, the relationship ends. Cattle and sheep belong to a family called Bovidae (bō və dē), which includes goats and American buffalo. Hogs and their wild relatives, the peccaries, belong to the family Suidae (sü′ ə dē).

B. Bovidae and Suidae differ in two main ways: (1) Cattle and their relatives have front teeth in the lower jaw only. Hogs have front teeth in both jaws. (2) Stomachs of cattle and sheep have four chambers to digest the tough, coarse grasses and fodder they eat. The stomach of the hog has one chamber and can digest all types of food.

C. The first chamber of the stomach of Bovidae is called the rumen. It contains special bacteria to digest grasses and fodder. When an animal has eaten, it forces small portions of partly digested food back into its mouth to be chewed a second time. This process is called chewing the cud. Chewers of the cud are called ruminants after the name of the first stomach compartment. Ruminants spend much more time chewing the cud than eating the food in the first place.

---

1. What are the peccaries?

___ primitive hogs
___ a kind of wild pig
___ the ancestors of today's domestic hogs
___ You can't tell from the story.

---

2. Three of the following are true of the American buffalo. Which in NOT true?

___ It has a four-chambered stomach.
___ It is a cud chewer.
___ It has hoofs.
___ The upper and lower front teeth act like scissors to cut the grass buffalos eat.

11a

(Continued)

Entry 6 - (Continued) Name _____
Comprehension: Details

XI-XII / R5	4201	Given a selection to read followed by a question and a set of answers the learner will choose the correct answer.

3. Why do cattle have four-chambered stomachs?

___ All animals that have hoofs have four-chambered stomachs.
___ Three of the chambers are used for storage when food is plentiful.
___ The food cattle eat requires a special digestive system.
___ Bovidae eat more food then a one-chamber stomach can digest.

---

4. Which one of the following is true of ruminants only?

___ They all have hoofs.
___ They can eat all types of food.
___ They are all cud chewers.
___ You can't tell from the story.

---

5. What is said about the ancestry of the animals in this selection?

___ All ungulata have a common ancestor.
___ The ancestors of both Bovidae and Suidae were tamed in prehistoric times.
___ The ancestors of both Bovidae and Suidae came from Europe.
___ This selection does not discuss ancestors.

1-3 / 5	Reteach_____	4201 / R5
4-5 / 5	Mastery_____	

11b

Entry 6 Name _____

Comprehension: Sequence

XI-XII / R5	4301	Given a selection to read, followed by a group of sentences, the learner will number the sentences in the order they occur in the selection.

1. Directions: Read the following article.

Walter Reed was born in Virginia on September 13, 1851. He studied at the University of Virginia and at the Medical College of Bellevue Hospital in New York City. In 1874 he joined the United States Army as an assistant surgeon.

During the years that followed, Reed became more and more interested in bacteria--germs that can cause disease. His interest made a big difference in his life. In 1893 the army opened a medical school and Reed became the school's professor of bacteriology. There Reed taught and worked in his laboratory.

In 1898, a war--the Spanish-American War--led Reed even more deeply into research. American soldiers conquered and then occupied a Spanish stronghold--Cuba. The soldiers could not, however, conquer another enemy--yellow fever, a disease that seemed to strike without notice and kill more often than not.

Walter Reed was given a new job: to discover the causes of yellow fever and suggest ways to combat it. To Cuba he went, and there he stayed for two years--1900 and 1901.

On the scene in Cuba he and his co-workers were able to make careful observations. Quickly they rejected the idea that yellow fever was carried from person to person through direct contact. The mosquito, it seemed, was the likely carrier.

---

2. Now number the following sentences in the order in which they took place in the article.

_____ Reed reasoned that the mosquito was the carrier of malaria.
_____ Reed joined the army as a surgeon.
_____ Reed went to Cuba.
_____ He became intensely interested in the cause of disease.
_____ War broke out in Cuba.

1-3 / 5	Reteach_____	4301 / R5
4-5 / 5	Mastery_____	

Entry 6 Name _____
Comprehension: Inferences

XI-XII R5	4401	Given a selection to read, followed by a question and a set of answers, the learner will choose the correct answer.

Directions: Read the following article. Then read each question and answer it by putting an X beside the best answer.

A. Carl Sandburg (1878-1967) became one of the most beloved American poets. However, recognition as a poet was gradual. In 1914 his poem "Chicago" was severely criticized because some readers felt that poetry should not be written in the simple language of ordinary people.

B. Sandburg was born in Galesburg, Illinois. There his father, a Swedish immigrant, worked as a blacksmith. At age 13 Sandburg left school to help earn the family living by shining shoes, sweeping floors, and delivering milk. In the summer of 1895 he worked as a farm hand in the wheat fields of Kansas. In 1898, when the Spanish-American War broke out, he enlisted in the army. After leaving the army, he returned to Galesburg and started working his way through Lombard College. Leaving school shortly before he was to graduate, Sandburg drifted from job to job. He married in 1908 and settled in Milwaukee, Wisconsin. Five years later he moved to Chicago where he became a newspaper reporter.

C. Sandburg wrote about farm and city life and people. In 1951 he received the Pulitzer Prize for poetry. Eleven years earlier his biography, Abraham Lincoln: The War Years, had won the Pulitzer Prize for history.

---

1. Carl Sandburg's father

___ was very wealthy

___ was in need of very little

___ was unable to meet his family's needs

(Continued)

Entry 6 - Continued) Name _____
Comprehension: Inferences

2. Why did Sandburg leave college before graduating?

___ He didn't like the professors.

___ He could't concentrate on school work

___ One can only guess-- the article does not tell

3. What did the author mean when he said that Sandburg drifted from job to job?

___ He did not work very hard at his job.

___ He changed jobs frequently.

___ He had only a part-time job.

4. How old was Sandburg when he enlisted in the army?

___ 17 ___ 23

___ 20 ___ 30

5. For which one of the following did Sandburg receive the Pulitzer Prize in 1940?

___ for using simple language in his poems

___ for writing the life of Abraham Lincoln

___ for his poem entitled "Chicago"

1-3/5	Reteach_____	4401/R5
4-5/5	Mastery_____	

13b

Entry 6 Name_____

Comprehension: Classifying

XI-XII / R5	4501	Given a list of words, with or without classification headings, the learner will write the words in groups.

Directions: Read the following words. Then rewrite them under the appropriate heading given below.

philosopher
expire
artificial
avoid
immeasurable
advertise
awesome
president
audience

Words that tell the name of a person, place or thing	Words that suggest action	Words that describe a person, place or thing
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1-7 / 10	Reteach_____	
8-10 / 10	Mastery_____	4501 / R5

14

Entry 6 Name _____

Comprehension : Relationships / Cause-Effect

XI-XII / R5	4681	Given a list of causes and a list of effects the learner will put the number of the cause before its correct effect.

Directions: Read the 5 following statements which are events, actions or happenings. For each event find its possible cause in the next list. Write the number in the correct blank space.

____ The cable car slipped down the hill to the horror of all onlookers.

____ Tom trembled as he approached the fog-covered river.

____ William could not bring himself to pull the trigger and end the horse's life.

____ Without warning the F104 banked sharply and began firing its rockets.

____ Jody did not turn around even when all three men screamed a warning.

1. The relationship between the two of them began almost twelve years ago.
2. Frank hurredly inspected the part and checked it as being satisfactory.
3. No one but Tom saw large guns.
4. The doctor knew when he was born that he would never hear.
5. He never could forget how close he came to death one afternoon at Mike's pool.

1-3 / 5	Reteach_____	4681 / R5
4-5 / 5	Mastery_____	

Entry 6 Name _____

Comprehension: Relationships / Analogous

XI-XII / R5	4691	Given sentences with incomplete analogous relationships and a list of words, the learner will choose the words which complete the relationship.

Directions: From the words in the box choose a word to complete the relationship. Write the word on the line.

1. Juice is to liquid as beef is to _____.
2. Scent is to odor as area is to _____.
3. Pearl is to shell as iron is to _____.
4. Fire is to crackle just as bell is to _____.
5. Plenty is to scarce just as graceful is to _____.
6. Deck is to card as fence is to _____.
7. Shut is to slam as twist is to _____.
8. Spank is to beat as drip is to _____.
9. Operate is to machine as harvest is to _____.
10. Simmer is to boil as scorch is to _____.

space
ring
board
gush
burn
meat
mine
clumsy
crop
coil

1-7 / 10	Reteach_____	4691 / R5
8-10 / 10	Mastery_____	

16

Entry 6 Name _____

Comprehension: Critical Reading

XI-XII / R5	4721	Given several statements, the learner will distinguish between sentences containing facts and those containing opinions.

Directions: Read each statement. Decide whether it is fact or opinion. Put an F beside the statements which are probably facts and an O beside those which are probably opinions.

_____ 1. Stamp collecting is the best hobby a person can have.

_____ 2. Columbus made several voyages to America.

_____ 3. The accident would never have happened if I had been there.

_____ 4. The hot, melted rock from volcanoes is called lava.

_____ 5. A speedometer tells how fast a car is going.

_____ 6. It is foolish to wear a seat belt in a brand new car.

_____ 7. About 3500 years ago, the Phoenicians developed an alphabet.

_____ 8. Living in cold weather isn't good for one's health.

_____ 9. The skeleton of Jumbo, the elephant, is on display in the American Museum of Natural History.

_____ 10. The Mayo Clinic is the finest medical institution in America.

1-7 / 10	Reteach_____	4721 / R5
8-10 / 10	Mastery_____	

Entry 6 Name_____
Comprehension: Characterization

XI-XII / R5	4801	Given a story to read, followed by a list of characteristics, the learner will select the characteristics that describe a given story character.

Directions: Read the story and be ready to complete the given task.

When King James assumed the throne, there were many changes in the life around the palace. Suddenly, there seemed to be very few people, servants or guests, in evidence. The king, himself, was rarely seen, except at mealtimes.

He did not linger at the dining table, and he did not seem to relish the sumptuous food placed before him. In fact, in a few days, the quality and quantity of food suffered.

The rollicking laughter which once bounced off the walls was hushed. The roaring blaze of the fire became a dying ember. An unpleasant atmosphere filled the palace, as servants exchanged dark glances and shuffled noiselessly, performing their tasks without joy. Their presence was never acknowledged by the king, unless he demanded service. At such times, he addressed them with great disdain.

Underline the words below which seem to describe King James.

humorless	extravagant	fat	irritable
mysterious	affectionate	boisterous	popular
frivolous	scornful	unpleasant	talkative

1-3 / 5	Reteach_____	4801 / R5
4-5 / 5	Mastery_____	

Entry 6
Word Meanings: Synonyms

Name_____

XI-XII / R5	5101	Given a list of words and a list of synonyms in random order, the learner will match the two lists.

Directions: Read the words in the list on the left. Think of the meaning of each word. Then find a synonym for each word in the list on the right. Write the letter on the blank line.

1.	irritate	_____	a. humor
2.	blunt	_____	b. allow
3.	origin	_____	c. confuse
4.	comedy	_____	d. disturb
5.	permit	_____	e. reluctant
6.	squirm	_____	f. speaker
7.	orator	_____	g. short
8.	confound	_____	h. dull
9.	resistant	_____	i. wriggle
10.	brief	_____	j. beginning

1-7 / 10	Reteach_____	5101 / R5
8-10 / 10	Mastery_____	

Entry 6 Name_____

Word Meaning: Synonymous Phrases

XI-XII / R5	5102	Given a list of words and a list of synonymous phrases in random order, the learner will match the two lists.

Directions: Read each word below. Find the synonymous phrase on the right that explains the word. Write the letter of the phrase on the blank line.

1.	attain	_____	a.	a meeting place
2.	offend	_____	b.	full of action
3.	urban	_____	c.	to hurt one's feelings
4.	dramatic	_____	d.	to twist and turn
5.	excel	_____	e.	moist or damp
6.	humid	_____	f.	having to do with cities
7.	dignify	_____	g.	to get as one's own
8.	rendezvous	_____	h.	to be outstanding
9.	acquire	_____	i.	to make noble
10.	writhe	_____	j.	to reach or arrive at

1-7 / 10	Reteach_____	5102 / R2
8-10 / 10	Mastery_____	

20

Entry 6 Name _____

Word Meaning: Antonyms

XI-XII R5	5201	Given a list of words and a scrambled list of antonyms, the learner will choose the correct antonym for each word.

Directions: For each word on the left find an antonym in the list at the right. Write the letter of the antonym on the line.

1.	certain	_____	a. join
2.	invasion	_____	b. defeat
3.	confuse	_____	c. harmful
4.	divide	_____	d. tragedy
5.	desirable	_____	e. confidence
6.	victory	_____	f. retreat
7.	beneficial	_____	g. unsure
8.	comedy	_____	h. clarify
9.	despair	_____	i. singular
10.	plural	_____	j. distasteful

1-7 10	Reteach_____	5201 R5
8-10 10	Mastery_____	

21

Entry 6 Name _____

Word Meaning: Homonyms

XI-XII R5	5301	Given an incomplete sentence, followed by two homonyms, the learner will choose the correct homonym to complete the sentence.

Directions: Read the following incomplete sentences, Complete them by writing the correct homonym in the space provided.

1.	A stringed instrument used in ancient times was called a _____.	liar lyre
2.	He arrived at the _____ after the victims had been taken to the hospital.	scene seen
3.	The _____ look on his face warned me that he was not pleased.	rye wry
4.	The squirrels grew _____ each time we fed them.	bolder boulder
5.	When we walk down the _____, don't trip me.	aisle I'll
6.	He was the _____ member of the family left on the old farm.	sole soul
7.	During the _____ of Queen Elizabeth, many daring adventures took place at sea.	rain reign
8.	The men were overcome with joy when they discovered the _____ of gold.	vain vein
9.	The horse disappeared because the _____ was left wide open.	gait gate
10.	The giant planned to _____ the dragon on the first moonless night.	slay sleigh

1-7/10	Reteach_____	5301 R5
8-10/10	Mastery_____	

Entry 6 Name _____

Word Meaning: Multiple Meanings

XI-XII R5	5401	Given a dictionary entry with multiple meanings and sentences containing that entry, the learner will choose the meaning that fits the sentence.

Directions: Study the definitions and read the sentences which follow. Think about the meaning of the underlined word as it is used in the sentence. Then select the proper meaning from the list of definitions. Write the number which identifies the proper meaning in the blank following each sentence. An example has been done for you.

Example: The composition of this candy includes sugar, chocolate, milk and almonds. 1

composition (kom´ pə zish´ ən) - 1. the make-up of anything. 2. a short essay written as a school exercise.

exhaust (eg zȭst´) - 1. to use up. 2. means or way for used steam, gasoline, etc. to escape from an engine. 3. tire out.

initial (i nish´ əl) - 1. occurring at the beginning; first; earliest. 2. the first letter of a word. 3. to mark or sign with initials.

pardon (pär´ dən) - 1. forgive. 2. setting free from punishment.

solution (sə lü´ shən) - 1. the solving of a problem. 2. a liquid or mixture formed by dissolving.

stable (stā´ bəl) - 1. a building where horses or cattle are kept and fed. 2. a group of animals. 3. not likely to move or change.

1. I'm afraid that we will exhaust our funds if we buy that boat. ____
2. The horses were kept in the stable during the blizzard. ____
3. He made the solution from sugar and vinegar. ___
4. Her initial attempt at skiing resulted in a broken leg. ____
5. After the earthquake, tests showed that steel was a stable building material. ____
6. I wrote a composition about my trip to Mt. Shasta. ____
7. It took me ten hours to arrive at the solution of that problem. ____
8. After running a mile, we were exhausted. ____
9. If he approves of it, my boss will initial the order J. S. L. ____
10. I hope you will pardon me for arriving late. ____

1-7 10	Reteach_____	5401 R5
8-10 10	Mastery_____	

Entry 6 Name _____

Word Meaning: Figurative Language

XI-XII / R5	5501	Given the words; simile, metaphor, personification, and a list of sentences, the learner will choose those sentences which contain a simile, metaphor, or personification.

Directions: Read each sentence below. Decide whether the sentence is or contains an example of simile, metaphor or personification. Write the letters s, m, or p in the space provided.

1. The cloud wept with sorrow for the burning forest. _____
2. The plane fell from the sky like a wounded bird. _____
3. We awoke to find the sleepy moon smiling at us. _____
4. His voice was like a clap of thunder in the silence. _____
5. The snow drifts were giant pillows. _____
6. Our rocking chair squeaked in pain when grandfather rocked. _____
7. The crowds were like ants around honey. _____
8. His speeches were buckets of words spilling out over the audience. _____
9. That small word crawled into my brain and nestled there, awaiting his chance to be used. _____
10. Our friendship is like a warm blanket surrounding and warming the soul. _____

1-7 / 10	Reteach_____	5501 / R5
8-10 / 10	Mastery_____	

Entry 6 Name _____

Study Skills: Following Directions

XI-XII / R5	6101	Given a set of various written directions, the learner will complete the tasks in the manner stated.

Directions: Read this paragraph and follow the directions.

During the summer, the sun shines throughout the night in parts of Alaska. Even in the winter, when the sun never shines, it is not completely dark. The snow-covered ground glistens from the light given off by the stars, the moon and the northern lights.

1. Draw a line through all the words in the paragraph that contain the three letters h, e, and t, in one word.

2. On the back of this paper list all the words in the paragraph which have more than six letters in them.

3. Circle the words or phrases in the paragraph which have something to tell about time or the passage of time.

4. Write this title on the line above the paragraph: Shedding Light on Alaska

5. Write your teacher's name on the line in the lower right-hand corner of this paper.

1-3 / 5	Reteach_____	6101 / R5
4-5 / 5	Mastery_____	

_____ _____

25

Entry 6 Name _____

Study Skills: Parts of a Book
Table of Contents

XI-XII / R5	6221	Given a sample table of contents, followed by a question with several answers, the learner will use the table of contents to choose the correct answer.

Directions: Below is the table of contents of a book called Our Country. Use it to answer Exercises 1-5.

CONTENTS

Map List 6
Atlas 7

Unit I HOW OUR COUNTRY BEGAN 25
Chapter
1. The First Americans 26
2. Finding and Exploring the New World ... 45
3. The Thirteen English Colonies 68
4. The Struggle for Independence 84
5. Our Country Is Born 99

Unit II HOW OUR COUNTRY BECAME A GREAT NATION 115
6. Pioneers on the March 116
7. Our Nation Grows and Spreads 132
8. Machines Help Our Nation Grow 141
9. The North and South Fight a War 159
10. Growth and World Leadership 177

Unit III THE PEOPLE OF OUR COUNTRY 198
11. Where People Live 199
12. How People Travel and Exchange Goods 214
13. How People Keep in Touch with One Another 293
14. How People Spend Their Leisure Time .. 315

1. In which chapter will you find information on how the invention of the threshing machine influenced wheat growing in Kansas?

___ 7 ___ 10

___ 8 ___ 12

(Continued)

Entry 6 - Continued
Study Skills: Parts of a Book
Table of Contents

Name _____

2. What would you expect to find on pages 7-24?

____ a number of different maps

____ several charts, graphs, and maps

____ a list of references

____ acknowledgments

3. In which chapter are you most likely to find the subtitle Playgrounds of America?

____ 6

____ 11

____ 12

____ 14

4. Where would you look to find the page number for the map that shows the westward routes of pioneers?

____ page 6

____ page 7

____ page 116

____ page 132

5. Chapter 1 might tell about which one of the following?

____ the first Thanksgiving

____ the Pilgrims' first winter in America

____ Columbus' first voyage to America

____ the American Indian before the white man came

1-3 / 5	Reteach_____	6221
4-5 / 5	Mastery_____	

26b

Entry 6 Name_____

Study Skills: Glossary
Guide Words

XI-XII / R5	6241	Given some glossary guide words and corresponding page numbers, followed by a word and a choice of four page numbers, the learner will mark the page number where the word can be found.

Directions: At the top of some glossary pages are two guide words and a page number. The guide words are the first and last words on that page. Use the list of guide words and page numbers below to decide where you would find the words in Exercises 1-5.

disrupt	438	expedition
experience	439	gyrate
haughty	440	irritate
ivory	441	mink
mint	442	peasant

1. opposite

___ 439
___ 440
___ 441
___ 442

2. eerie

___ page 438
___ page 439
___ page 440
___ page 441

3. fossil

___ page 438
___ page 439
___ page 440
___ page 441

4. image

___ page 439
___ page 440
___ page 441
___ page 442

5. justice

___ page 439
___ page 440
___ page 441
___ page 442

1-3 / 5	Reteach_____	6241 / R5
4-5 / 5	Mastery_____	

Entry 6 Name _____
Study Skills: Alphabetical Order

XI-XII / R5	6341	Given a list of four words, the learner will alphabetize the words up to the 4th letter.

Directions: In each of Exercises number words in alphabetical order.

1. ___ aardvark
___ accustom
___ assembly
___ apparent

2. ___ little
___ lizard
___ lily
___ lithe

3. ___ special
___ shoe
___ shoot
___ seizure

4. ___ resound
___ reset
___ reason
___ reach

5. ___ conceive
___ conduct
___ convince
___ connect

1-3 / 5	Reteach_____	6341 / R5
4-5 / 5	Mastery_____	

Entry 6 Name _____

Study Skills: Glossary
Pronunciation Code

XI-XII / R5	6451	Given a pronunciation code, and a coded paragraph, the learner will use the code to rewrite the paragraph.

Directions: Use the pronunciation code below to rewrite the following paragraph.

Teacher: Misspelled words should not be counted wrong if the student can orally pronounce the word correctly. Count only numbered words.

Tü un-dər-stand hwot ŦHə (1) dok-tərz (2)

_____

bi-lēvd (3) kən-sėr-ning ŦHə fôrs-iz (4)

_____

ov ə-trak-shən, and ri-pul-shən, (5)

_____

tāk (6) ə pār ov mag-nits. hwen ŦHə

_____

poz-i-tiv (7) pōl (8) ov wun mag-nit iz

_____

plāst nēr ŦHə neg-ə-tiv pōl ov

_____

ə-nuŦH-ər (9) ŦHə mag-nits půl (10) tů-geŦH-ər

_____

hat, āge, câre, făther; let, ēqual, tėrm; it, īce; hot, ōpen, ôrder; oil; house; cup, fůll, růle, ūse; th, thin; ŦH, then; zh, measure; ə represents a in about, e in taken i in pencil, o in lemon, u in circus

1-7 / 10	Reteach_____	6451 / R5
8-10 / 10	Mastery_____	

78

Entry 6 Name _____

Study Skills: Dictionary-Definition

XI-XII / R5	6461	Given a sentence with an underlined word the learner will use the dictionary to write a definition of the word.

Directions: Read each sentence. For each underlined word choose the correct meaning from the list of meanings at the right. Write the number in the box.

1. John was wounded in battle. There was little hope that he would <u>rally</u> after hospital treatment. ☐

2. Modern day transportation is a sure way to <u>save</u> time. ☐

3. The coach announced that the next exercise would <u>separate</u> the men from the boys. ☐

4. Her queenly gown was trimmed with the finest <u>lace</u> that money could buy. ☐

5. When he signed the <u>deed</u> he knew that he was saying good-by to his beloved land. ☐

1. <u>rally</u> (ral′ i) (1) to bring back together in a state of order (2) to revive or recover (3) to rise in price as in the stock market

2. <u>save</u> (sāv) (1) to rescue or preserve from harm or danger (2) to preserve for future use (3) to prevent loss or waste of

3. <u>separate</u> (sep ə rāt′) (1) to set apart into groups (2) to go in different directions (3) not shared by others

4. <u>lace</u> (lās) (1) a string used to draw together the parts of a shoe (2) a fine netting of material (3) to draw together

5. <u>deed</u> (dēd) (1) a thing done (2) a feat of courage or skill (3) a document that states a contract

1-3 / 5	Reteach_____	6461
4-5 / 5	Mastery_____	

30

Entry 6 Name _____

Study Skills: Outlining

XI-XII / R5	6501	Given a selection to read, followed by the main headings of an incomplete outline, the learner will complete the outline.

Directions: After reading the selection below, complete the outline beneath the selection.

A fast-growing occupation is window washing. During the past twenty-five years, thousands of large, high-rise buildings have gone up, especially in the larger cities. In these buildings a great deal of glass has been used.

New methods of washing windows have been developed. One method uses an outside elevator scaffold which moves up and down the building, taking the workmen from window to window. Another system uses windows that pivot and are cleaned from the inside. But still many windows are washed from a ladder.

Window washing can be dangerous. High winds are always a serious threat when a workman is hundreds of feet above the street. Safety belts can break from their anchors. Elevator scaffolds can fall. Ladders can be knocked over. Glass can be broken when rubbed briskly and this can lead to injuries. Workmen need to be alert to all dangers.

I. Window washing, a growing occupation

A. _____

B. _____

II. Ways of washing windows

A. _____

B. _____

C. _____

III. Dangers of window washing

A. _____

B. _____

C. _____

D. _____

E. _____

1-7 / 10	Reteach_____	6501 / R 5
8-10 / 10	Mastery_____	

Entry 6
Study Skills: Summarizing

Name _____

XI-XII / R5	6601	After reading a short paragraph the learner will write a one sentence summary.

Directions: Read the following paragraph. In the space that follows write a sentence which summarizes the paragraph.

Once the competition began Babe realized that she had a difficult task ahead of her. Of the ten events, she was entered in eight. The other girls were participating in only one or two because of their large teams. There would be a chance for them to rest. But Babe knew she was in peak condition. It was one of those days when she felt as if she could do anything!

_____

_____

(Any acceptable answer)

Check one

Reteach _____ 6601
Mastery _____ R5

32

Entry 6 Name _____

Study Skills: Skimming

XI-XII / R5	6701	Given incomplete statements followed by a selection and a limited amount of time, the learner will skim the selection and complete the statements.

Directions: Read these statements. Then skim the following article and complete the statements. You will be timed during this exercise.

1. Anti-biotics are substances that fight _____.
2. Drugs are often man-made chemicals, but anti-biotics are produced by _____ found in the soil.
3. Sir Alexander Fleming discovered _____ by accident.
4. Ten years later, it was possible to produce penicillin in large _____.
5. Penicillin has proven to be _____ in fighting disease.

Antibiotics

Has your doctor ever given you a shot of penicillin to combat an illness? Penicillin is not a drug, but an antibiotic. Drugs, for the most part, are man-made chemicals. Antibiotics are germ-fighting substances produced by certain micro-organisms and molds found in the soil.

Who discovered antibiotics? The honor belongs to an Englishman named Sir Alexander Fleming. Like many of the great discoveries in medicine, Fleming's discovery of antibiotics was an accident. One day in 1929, Fleming noticed that bacteria he was growing had become contaminated with a blue-green mold called Penicillium Notatum. Fleming started to throw the dish away. Then he noticed a curious thing. No bacteria were growing around the edge of the mold. Fleming recognized that a substance produced by the mold had checked the growth of the bacteria. He called the substance penicillin.

It was not until 1939 that a way was found to produce penicillin in large quantities. Since then, however, penicillin has proved to be the most valuable bacteria-fighting substance ever developed.

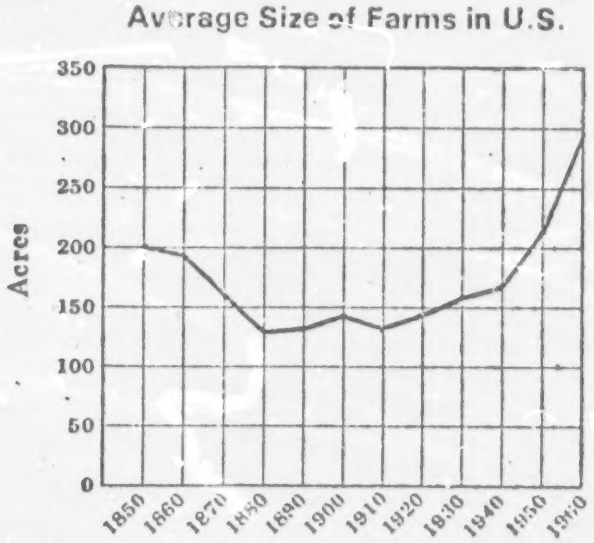
1-3 / 5	Reteach_____	6701 / R5
4-5 / 5	Mastery_____	

Entry 6 Name _____

Study Skills: References
Graphs

XI-XII / R5	6821	Given a graph, diagram, or picture, followed by several questions, the learner will use the above illustrations to answer the questions.

Directions: Study the graph. Then answer the questions below, using the graph to find the answers.



Circle the number of each true statement.

1. Since 1850, the average farm size in America has not been less than 125 acres.
2. From 1860 to 1880 the average farm size increased.
3. The average farm size in 1880 and 1940 were about the same.
4. The average farm size in 1960 was about 100 acres more than in 1850.
5. It can be said that the average farm size is on the increase.

1-3 / 5	Reteach_____	
4-5 / 5	Mastery_____	6821 / R5

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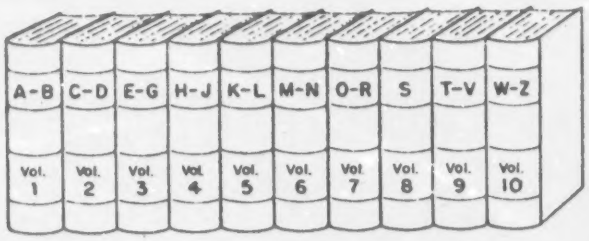
Entry 6
Study Skills: References

Name _____

XI-XII R5	6831	Given an illustration of a set of encyclopedias, followed by a question, the learner will choose the number of the volume(s) in which the answer to the question can be found.

Directions: Below is a set of encyclopedias. Use the picture to answer Exercises 1-5.



1. If you wanted to know which state -- Iowa, Minnesota, or Wisconsin -- leads in dairy products, which volume would you consult?

___ Volume 2
___ Volume 4
___ Volume 6
___ Volume 10

2. Where would you look first to find information about lemons, limes, oranges, and other citrus fruits?

___ Volume 2
___ Volume 5
___ Volume 6
___ Volume 7

3. Where would you look to find information about Hernando Cortes and his conquest of the Aztec Indians in southern Mexico?

___ Volume 1
___ Volume 2
___ Volume 6
___ Volume 8

4. If you wanted to find information about the climate in San Diego, California, which volume would you choose?

___ Volume 2
___ Volume 8
___ Volume 9
___ Volume 10

5. In which volume would you look if you wanted to read about Eohippus (e-o-hip'-us), the first horse to inhabit the earth?

___ Volume 2
___ Volume 4
___ Volume 5
___ Volume 6

1-3 5	Reteach _____	6831 R5
4-5 5	Mastery _____	

35

Entry 6 Name _____

Study Skills: References

XI-XII / R5	6851	Given a question, followed by a choice of references, the learner will choose the reference where the answer to the question can be found.

Directions: Read each question. Answer it by putting an X beside the best answer.

1. Where would you look to learn which syllable in a word is accented after a suffix is added?

___ in a book called English Pronunciations
___ in a spelling book
___ in a book called The Words We Use
___ in the dictionary

2. Where would you look to find the index of a book?

___ immediately after the title page
___ at the back of the book
___ at the end of each chapter
___ There is no special place in a book where authors put the index.

3. Where would you look for a map showing the course of the Colorado River?

___ in a history book
___ in an atlas
___ in the dictionary
___ in a geology book

4. The title of a story is written like this: The Woodland God Pan[1]. What does the numeral [1] after the word Pan indicate?

___ a footnote
___ a glossary word
___ a subtitle in an outline
___ the number of the chapter

5. Where would you look in a book called Modern Health to find out if the book contains information on first aid?

___ in the contents
___ in the glossary
___ in the index
___ in the acknowledgments

1-3 / 5	Reteach_____	6851 / R5
4-5 / 5	Mastery_____	

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Entry 6
Literary Form

Name _____

XI-XII / R5	7201	Given a selection, followed by the names of four kinds of literature, the learner will read the selection and choose the kind of literature represented by the selection.

A. About one-fifth of the earth's land area is desert. A region is called a desert when: (1) during an average year more water evaporates than falls, and (2) it does not grow enough food to support a human population. Deserts on an average receive less than five inches of rain. Large areas of the deserts are uninhabited. Only one-fortieth of the world's population lives on desert land.

1. What type of literature does this selection represent?

____ essay
____ fiction
___ fantasy
___ myth

B. Sandburg was born in Galesburg, Illinois. There his father, a Swedish immigrant, worked as a blacksmith. At age 13 Sandburg left school to help earn the family living by shining shoes, sweeping floors, and delivering milk. In the summer of 1895 he worked as a farm hand in the wheat fields of Kansas. In 1898, when the Spanish-American War broke out, he enlisted in the army. After leaving the army, he returned to Galesburg and started working his way through Lombard College. Leaving school shortly before he was to graduate, Sandburg drifted from job to job. He married in 1908 and settled in Milwaukee, Wisconsin. Five years later he moved to Chicago where he became a newspaper reporter.

2. What kind of literature does this selection represent?

____ folk tale
____ essay
____ biography
____ legend

C. Charles Goodyear had spent years trying to find a means of processing rubber so that it would not turn into goo in the summer heat or become stiff and brittle in the winter cold. By 1839 he knew he was closer to solving the problem than he had ever been. He was getting fairly good results by adding sulphur to melted crude rubber. But something was still missing.

37a

(Continued)

Entry 6 - (Continued)
Literary Form

Name _____

3. What type of literature does this selection represent?

____ essay
____ fiction
____ biography
____ legend

D. Regional dialects have existed in the United States since the founding of the colonies. In the 1600's many dialects were spoken in England. People of particular dialect groups settled in certain parts of the New World, making speech in different areas of the colonies distinctive. Through the years changes have occurred so that today American dialects are no longer like those spoken in England. But these early influences are still present. Even today the clearest divisions between dialect regions can be noted along the eastern seaboard where the colonies were first established.

4. What type of literature does this selection represent?

____ fiction
____ autobiography
____ essay
____ biography

E. After dinner Babe picked up a newspaper. The story was there. Reporters called her a "Wonder Girl" and a "Super Athlete." They said her performance had been the most amazing in track and field history! She had placed in seven of the eight events she had entered, winning five and tying for first in a sixth. She had certainly won her place on the Olympic team!

5. What type of literature does this selection represent?

____ autobiography
____ fiction
____ biography
____ legend

$\frac{1-3}{5}$	Reteach_____	$\frac{7201}{R5}$
$\frac{4-5}{5}$	Mastery_____	

37b

Entry 6 Name _____

Literary Skills: Author's Purpose

XI-XII R6	7301	After reading a selection, the learner will select the author's purpose for writing the selection from a given list of purposes.

Directions: From this list of purposes that an author might use in writing an article select the purpose for each article below and write the correct number in front of the article. Sometimes you will find more than one purpose for each article.

1. create suspense
2. relate information
3. teach a moral
4. supply historical facts
5. provide enjoyment

_____ There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: a Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. "Very uncomfortable for the Dormouse," thought Alice; "only as it's asleep, I suppose it doesn't mind."

_____ Walter Reed was born in Virginia on September 13, 1851. He studied at the University of Virginia and at the Medical College of Bellevue Hospital in New York City. In 1874 he joined the United States Army as an assistant surgeon.

_____ For years the old Bates mansion sat on the hill outside Millersville. Hundreds of legends grew up around this house and its mysterious past. No one knew who Bates was or where he came from. He came to Millersville in the early 1890's with his new bride. He built a beautiful house and he and his wife moved into it. Soon the yard was full of weeds and the fancy "gingerbread" trim--woodwork--began to weather and fall off. The house sat in darkness, except for a single light which burned constantly in the tower for the next forty years.

(Continued)

Entry 6 - (Continued) Name _____
Literary Skills: Author's Purpose

_____ My brother has rebuilt an old car. Among the things he's done are stripping off the chrome, restyling the grill, adding new custom-made hub caps and bumpers. He has made almost no modifications in the engine or the interior.

_____ John was angry at being bawled out. I'll make you eat your words," he thought. But when he calmed down, he realized he should take his father's lecture with a grain of salt.

1-3/5	Reteach_____	7301/R6
4-5/5	Mastery_____	

38b